



**THE RELATIONSHIP BETWEEN STUDENTS' MOTIVATION
AND STUDENTS' ENGLISH ACHIEVEMENT**

SKRIPSI



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ABSTRACT

Purtanto, Yasmine Aisyah. 2021. *The Relationship between Students' Motivation and Students' English Achievement*. Skripsi, English Education Department Faculty of Teacher Training and Education Islamic University of Malang. Advisor I: Dr. Alfian Zuhairi, M.Pd, Advisor II: Nuse Aliyah Rahmati, S.Pd., M.A (TESOL)

Keywords: English language, Motivation, English Achievement

The aim of this research was to find out the relationship between students' motivation and their achievement in learning English. Quantitative method are used in this research. There were 49 students of class VIII in SMP Wahid Hasyim Malang as a participant in this research. In this research, students' motivation as X variable and students' English achievement as Y variable. This research used a student motivation questionnaire and an English assignment score document from an English teacher as two instruments. The research procedure consisted of two steps: scoring the questionnaire test and taking the students' assignment scores from the English teacher's document.

The researcher used descriptive analysis and Pearson Product Moment Correlation in SPSS 20.0 version to analyze the data. The findings showed that the score of sig (2-tailed = 0.534) $<$ 0.05 means that the relationship between students' motivation and students' achievement in English is not significant at the 0.05 level. Meanwhile, the Pearson Correlation score is 0.091, which means that the relationship between students' motivation and their English achievement is correlated in a very low category.

It concluded that there was no significant relationship between students' motivation and their achievement in English. The conclusion shows that students with low motivation do not always get lower scores in English achievement. On the other hand, students with higher motivation do not guarantee that they get higher achievement scores in English.

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This is to fulfill one of the requirements and complete the study to obtain a Bachelor of Education degree at the English Education Study Program, Faculty of Teacher Training and Education, Islamic University of Malang.

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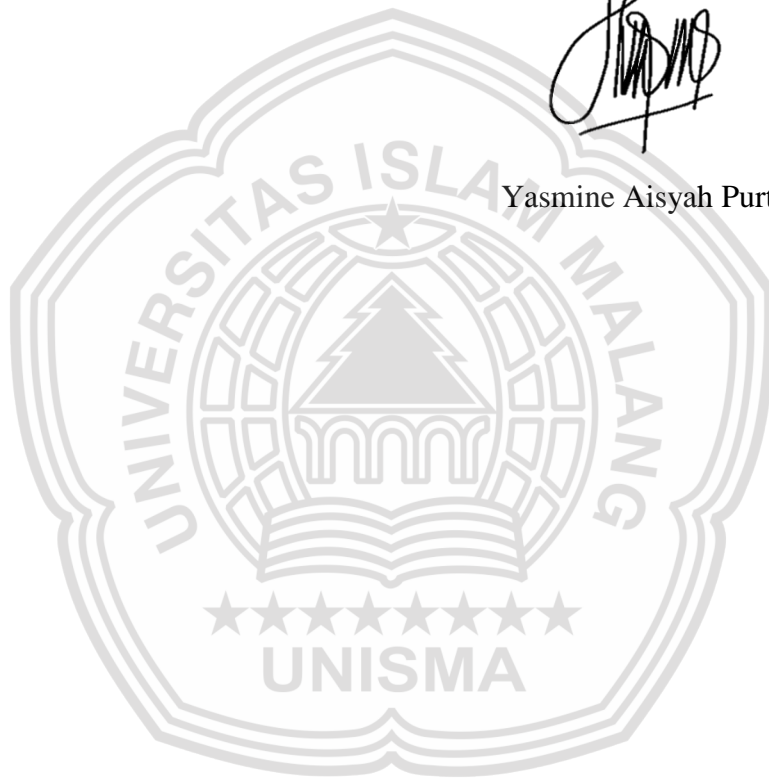
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CHAPTER I

INTRODUCTION

This chapter presents about background of the study, research problem, objective of research, significance of research, scope and limitation of the research, and definition of key terms.

1.1 Background of the study

Language has a central role in students' emotional development, social, and intelligence and is a crucial determinant of success in studying all areas of study. Therefore, it is hoped that with language, students can get to know themselves, their culture, and the culture of others. Students can also participate in communities that use language, express feelings and ideas, discover and use their analytical and imaginative abilities, make responsible decisions on a personal and social level.

One language that is used for a tool and communication is English. Alsagoff, Mc Kay, Hu, and Renandya (2012) said that the role of the spread of English as a means of communication such as entertainment, advertising, diplomacy, education, scientific advancement, and others. Communicating is meant to understand and express information, thoughts, feelings, and develop science, technology, and culture by using this language. It is in line with Rosmayanti and Yanuarti (2018), who claim that English is the language used by most people worldwide to communicate. The ability to communicate in a broad sense is the ability to discourse, which is the ability

to understand and or produce spoken and written texts realized in four language skills: listening, speaking, reading, and writing. These four skills are used to respond or create discourse in people's lives. Therefore, English subjects are directed to develop these skills to communicate and discourse in English at a certain literacy level.

In our beloved country, Indonesia, many schools use English as the language of instruction and provide English lessons for their students more intensively. It is the same with Yulia (2013), she claimed that the most important global language and has become a compulsory subject in developing countries like Indonesia is English. Therefore, along with the times, students must be more familiar with foreign languages or English. Students can learn English at school with a teacher. The teacher will guide their students to learn English which will be a little difficult for them. In this case, the teacher be expected to make an intensive relationship or interaction with students. If communication and interaction between teachers and students occur intensively, the learning process will be effective.

Teacher learning is placed in a position as a communicator because of the task and role of the teacher as a learning leader, while students are placed as communicants or learners. In addition to good interactions, teachers must provide motivation for good students' performance results in class because the lack of self-confidence makes students unable to take the initiative to develop their learning motivation. Unfortunately, students in Indonesia lack self-confidence, so they have low motivation (Purmama, 2019). Students need to be better motivated and guided to

become critical individuals in doing something related to learning. In the spirit of learning, someone who does not have the motivation to learn cannot carry out learning; therefore, motivation is essential (Purmama, 2019). Another opinion from Rehman and Haider (2013), which claimed that the impact of motivation on the learning of students in education is essential.

After looking at the previous explanation, it can conclude in this research discuss about motivation which is divided into two types, namely intrinsic and extrinsic motivation. Motivation is a fundamental core and regulates the course of humans' life. Humans have a particular goal if they have motivation in their life. It is in line with Tohidi and Jabbari (2012), they argued that motivation is the countershaft of direction, tenacity in human attitude, and rule. There is motivation into two major types; extrinsic and intrinsic motivation (Harmer (1983) as cited in Wang, 2009). Later, these two motivations will be linked to the students' achievements in learning English. From the extrinsic side, parents, the house environment, and the school environment like teachers played an essential role in shaping motivation to have good performance later. Parents and teachers' role is vital for motivating students (Rehman & Haider, 2013).

First, students must be encouraged by their parents at home. Parents are advised to provide good motivation and shape students' character from an early age at home. The family and the environment around the house significantly affect the formation of students' attitudes and personalities. If the environment is good, students

become good individuals and have a good interest in learning. They have received motivation from outside, for example, the environment.

Next, teachers in school also play an essential role in build student motivation and performance. Sharipovna and Oybekovna (2019) believed that some teachers apply powerful coaching motivation for students to gain knowledge. Teachers can be referred to as parents of students when they are in the school environment. They guide students with love and care so that students feel comfortable while at school. Teachers must be able to make the right strategies so that students can easily absorb the subject matter. It must also be based on motivation so that students are more optimal in doing assignments or just studying.

Motivation combines effort and desire to learn a language and the desired attitude towards language learning (Alizadeh, 2016). The teachers must provide good motivation to students so that students can increase their enthusiasm for learning something. If students feel motivated, they will have excellent performance, and also the objective of learning is achieved. Students develop their goals for learning and understand learning objectives regardless of the subject (Farrel & Jacobs, 2020).

Teachers are likened to parents of students while at school. Speech, behavior, achievement, and performance will affect students' good interactions with their teachers. Interaction is an essential point in teaching and learning activities because students get the benefit. The teachers also get feedback on whether the material presented can be received by students well. In the classroom, the teaching and learning process is often one-way, where students only listen to what the teacher says.

Therefore, students are more actively involved in interacting with teachers or between students.

The teacher is able to allow students to discuss the material in class. Discussing can make students more comfortable exchanging ideas with their friends compared to their teachers. A quiet student will begin to express his opinion because he is motivated to study together with his classmates. By sharing ideas, students better understand the material presented by the teacher in class. Materials, methods, media, and intense conversations make students more motivated to learn, understand the material, and improve their performance in class. If the teacher succeeds make the students feel motivated and have a good relationship, they feel more comfortable like friends. It is in line with Mahadi and Jahari (2012), who believed a teacher must be kind to their language students and love them when partnering with them. Therefore, a teacher is expected to motivate all students without exception so that they can have good learning behavior. The school environment is a vital factor that can motivate students to motivate themselves. If students see their friends get high marks in English, they will be encouraged to study harder. Students will be more active in doing assignments from school.

Good grades will be achieved if students are assiduous in doing tasks and studying English diligently. It all comes from the students themselves without being forced and naturally not influenced by others. In line with Oletic and Illic (2014), they claimed that internal motivation refers to want to do something related to intrinsic motivation. Interests and desires from within the student are called intrinsic

motivation. Students who have enthusiasm in English, students can achieve the goals they expect such as good grades and proficiency in English. It is in line with Kai-chung (1991), who argued that in the case of language learning, the learner's orientation refers to his degree of interest in the language and the goals he expects to reach by learning the language. If students have motivation from themselves, they will do everything with a happy feeling. According to Mahadi and Jahadi (2012), they argued that interest and desire to do and participate in certain activities because individuals feel fun and interesting is called intrinsic motivation. Another opinion from Hayikaleng, Nair, and Krishnasami (2016), they said that in language learning, the motivation to participate in an activity because it is exciting and fun to do is called intrinsic motivation (IM).

Both internal and external motivation greatly influence student learning behavior. Bakar (2014) claimed that student learning behavior is determined by learning motivation both from themselves and outside. Tokan and Imakulata (2019) said that two critical factors are motivation and learning behavior because these can determine student achievement. If students already have the motivation to learn English and good learning behavior in English, then automatically, their English learning achievement will be good. In this case, once students have high motivation, they will try and do numerous ways to obtain a good accomplishment (Mastur, Roviqoh, & Suriaman, 2020). Students will do various ways to get satisfactory results later. It makes students more enthusiastic about learning English and do the task.

Students' motivation to learn English is influenced by several factors. Harmer (2001) as cited in Thohir (2017) mentioned four factors can influence the students' motivation to learn English as they form part of the world around students' feelings and engagement with the learning process. First, the society where the students live in. The extent to which the social attitudes to language learning and the English language, in particular, will determine and influence the students' attitude to the language being studied, which profoundly affects the student's degree of motivation to class. Second, the people close to them, such as parents, older siblings, and peers. The students' attitude to language learning will be significantly affected by the influence of those people. Third, the teacher is considered a significant factor in the continuance of a student's motivation. The teacher's attitude towards the language and learning will be vital to the student's motivation for learning English. Fourth, the method is indispensable to create confidence for both teachers and students in teaching and learning. Once both teacher and students are comfortable with the technique being used, success is much more likely.

Many researchers have conducted several studies concerning the relationship between motivation and accomplishment in English. Some of them are Mastur et al. (2020), they found a significant correlation between two variables; students' motivation and English achievement that are getting stronger at the secondary school level. Another research from Al- Qahtani (2013) showed that students had positive motivation in learning English as a second language. They are happy with their English subject and their teacher. He found that achievement in English was

associated positively and significantly with social learning strategies, motivation to study English, 'integrative' motivation, and performance in the general medical courses of first-year students at the College of Applied Medical Sciences - Female section.

Moreover, another research from Becirovic (2017) investigated the relationship between motivation, gender, and achievement in learning English and compared the results in gender. It found that female students have shown significantly more remarkable achievement in all groups. There was a significant correlation between motivation and achievement. The correlation between achievement and motivation is more effective in the female group than in the male group.

In the light of how imperative the students' motivation in learning English and their English achievement in the classroom, thus the researcher was fascinated in observing what factors may be able to occur in students' learning English. After reviewing the previous research in students' motivation in learning English, the researcher was interested in applying to use the same topic in this research was conducted with under title "The Relationship between Students' Motivation and Students' English Achievement."

1.2 Research Problem

Based on the discussion above, the problem in this research is "is there any relationship between students' motivation and students' English achievement?"

1.3 Objective of Research

This research aims to find out the relationship between students' motivation and students' English achievement.

1.4 Significance of Research

This research is expected to give beneficial information about students' motivation in learning English with their English achievement at SMP Wahid Hasyim. From this information given, it is hoped that English teacher of SMP Wahid Hasyim can evaluate whether the students' motivation has any relationship with students' English achievement and increase teachers' knowledge about the importance of encouraging their students. Moreover, the result of this research is expected to serve as worthwhile references for other researchers who want to conduct similar research.

1.5 Scope and Limitation of the Research

This research focuses on the existence of student motivation in learning English (intrinsic and extrinsic motivation) correlated with students' English achievement at 8th grade in SMP Wahid Hasyim, Malang. Then, the researcher used the questionnaire to find out the data from 8th grade of Junior High School Wahid Hasyim, Malang. The English achievement score is taken from students' English assignment scores from their English teacher.

This research is very limited in time and place due to the COVID-19 pandemic. The researcher cannot conduct research directly into the classroom.

Therefore, the researcher cannot distribute questionnaires directly to the students. Questionnaires were distributed online by Google Form link. The number of samples in this research can be categorized as small because inadequate signals and cell phones hamper some students.

1.6 Definition of Key Terms

Avoiding the same perception, the following definitions are given:

1. Motivation

Motivation is an encouragement that arises from within students (intrinsic) and from outside students (extrinsic) to learn English. Intrinsic motivation includes the desire to succeed, the drive for the need to learn, and the expectation of student goals. Meanwhile, extrinsic motivation includes the existence of rewards, a conducive learning environment, and the teacher's efforts in teaching students.

2. English Achievement

English achievement refers to a score given by the teacher after students complete an English assignment or exam. So, English achievement focuses on the value or numbers achieved in the learning process at school.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusions and recommendations based on discussion of research results. The conclusion follows the research results carried out at SMP Wahid Hasyim. Meanwhile, suggestions are addressed to students, teachers, and future researchers who interested in researching the relationship between student motivation and students' English achievement results to follow up on research findings.

5.1 Conclusion

As mentioned in the previous chapter, motivation is one of the essential things in the teaching and learning process. Motivation can make it easier for someone to achieve their goals if they are motivated to take steps to achieve them. Therefore, students and teachers need to know the importance of motivation in learning. In order to prove these assumptions, the researcher finally did this research.

In chapter one, the researcher wrote a research problem about whether there was a significant relationship between student motivation and student achievement in English. After researching at SMP Wahid Hasyim, the researcher got the answer of the question. A score of sig (2-tailed = 0.534) > 0.05, it means 0.534 is more than 0.05. The correlation between students' motivation and their English learning achievement not have a significant relationship correlated with each other. Meanwhile, the Pearson Correlation score is 0.091, which means that

the relationship between students' motivation and their English achievement was correlated in the very weak category. Based on data that has been calculated before, the researcher concluded that there was no significant relationship between students' motivation and their achievement in English.

The conclusion showed that students with lower motivation do not always get lower scores in English achievement. Students with higher motivation do not guarantee that they will get higher achievement scores in English. Based on the findings, students are motivated in two aspects, namely intrinsic and extrinsic. Ineffective and not conducive learning conditions during the covid-19 pandemic made their English scores low. Researchers received direct information from English teachers who teach at Wahid Hasyim Junior High School that their students have many obstacles when doing online assignments, such as poor signals and lack of education on how to use the application. In this case, the teacher in the school must have an effective and efficient way to deal with this problem.

5.2 Suggestion

After doing the research, the results showed no relevant correlation in the deficient category between students' motivation in English and students' English achievement of class VIII students at the Wahid Hasyim Junior High School class of 2021/2022. Then, the researcher would like to give some suggestions or ideas that can be considered.

First, students must have an enthusiast in learning English more actively so that their learning goals are achieved. Based on the findings of this research,

students' motivation does not affect their English achievement results, so the teacher pays more attention to the problem that occur in the learning process. Students with high motivation but get low grades in English, one of which is caused by ineffective learning conditions. Teachers must be able to create quality strategies to overcome this serious problem. If students and teachers work together in learning English, they can more easily achieve the best goal.

Teachers should maximize strategies to increase the motivation of their low students. There are many ways that teachers can do such as making the atmosphere of the classroom fun, making material that is easy for students to understand, always listening to student complaints that have difficulty absorbing material, and so on.

The researcher conducted this research during the COVID-19 pandemic. All schools in Indonesia conducted online classes. It makes the researcher unable to conduct research directly in the classroom. The researcher cannot observe the teaching and learning process when learning takes place at school. Therefore, future researchers are expected to conduct research directly in the classroom. Also, the limited research sample was due to students not accessing the google form link, which contained a motivational questionnaire. Increasing the sample and population of the research is also essential to make the data more valid and the research results up-to-date. Further researchers also can add more instruments such as interviews, test, and observations to get more actual research data.

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