THE CORRELATION BETWEEN LEARNING MOTIVATION AND STUDENTS' ACHIEVEMENT OF HIGH AND LOW-PROFICIENCY STUDENTS IN LEARNING ENGLISH AT SMK HIDAYATUL MUBTADI'IN SINGOSARI

SKRIPSI

BY

SITI FIDAA'UL JANNAH

NPM 21901073028

UNIVERSITY OF ISLAM MALANG

FACULTY OF TEACHER TRAINING AND EDUCATION

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SKRIPSI
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**BY
SITI FIDAA'UL JANNAH
NPM 21901073028**

**UNIVERSITAS ISLAM MALANG
FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION DEPARTMENT
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ABSTRACT

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Motivation to learn is crucial, Motivation is one of the critical elements that will affect students' success or performance in English. This study aims to determine whether or not there is a significant correlation between learning motivation and students' achievement of high and low-proficiency students in learning English at SMK Hidayatul Mubtadi'in Singosari.

The researcher selected 44 participants as a sample, 19 were classified as students with high achievement, and 25 as students with low achievement in learning English. The data was analyzed by using Pearson Product Moment Correlation of IBM Statistical for Social Science (SPSS) 20.0. The tool was a questionnaire with 25 items.

According to the research findings, the level of significance for high-proficiency students is 0.025, and the level of significance for low-proficiency students is 0.041 which means the p-value is lower than 0.05. It means that the correlation between two variables was positively correlated. It can be concluded that there is a significant correlation between learning motivation and student achievement of high and low-proficiency students at SMK Hidayatul Mubtadi'in Singosari.

CHAPTER I

INTRODUCTION

In this part, it contains some points related to this study. The researcher presents the background of this study, research question, research objectives, scope and delimitation of this study, and definition of the key terms.

1.1 Background of the Study

English is a universal language widely used worldwide and the first language spoken in this world. From the secondary level through the university level, English has been taught in Indonesia as a crucial foreign language in formal education. Every student in Indonesia should learn English as a foreign language because so many academic and scientific texts are written in English (Mardalena, 2009). The Indonesian government has made English a compulsory subject in the curriculum due to its importance in teaching students science and technology. The ability of students to communicate is the main focus of English instruction in Indonesia. There are four types of skills: speaking, writing, and reading. These four aspects are needed by students to master English.

Learning English can be boring for students because English is a foreign language spoken in Indonesia. The teacher must learn how to deliver content or convey information to their students. Learning English should be a strong passion because when someone is motivated to study, they will do it wherever and whenever they can.

1

Motivation is one of the critical elements that will affect students' success or performance in English. A desire to learn is the process that provides the spirit of learning, direction, and endurance of behavior. That is, motivated behavior is the action that is focused, lasting, and full of energy (Asvio, 2017). For the accomplishment of learning success, motivation to learn is crucial. Students must be able to motivate themselves because doing so is essential for achieving such goals. The forces that account for arousal, choice, direction, and continuation of activity are often referred to as motivational factors.

Motivations are divided into intrinsic and extrinsic categories in educational psychology (Nur, 2016). Intrinsic motivation from each individual, the pattern of intrinsic motivation is actions, planning, and feelings connected with striving to achieve some internalized standards of excellence. Besides, extrinsic motivation from outside the self-somebody. According to Harmer (2001), extrinsic motivation results from a variety of external causes, such as the necessity to pass a test, the desire for financial gain, or the prospect of future travel.

Motivations have two types: Instrumental motivation and Integrative motivation. Rosmayanti (2018) said, "The motivation of students can affect how well their English learning achievement". Learning achievements are the outcomes a person gets after carrying out particular tasks or activities (Tu'u, 2004). According to Lee (2015), student achievement is the transformation that takes place in a student after they complete a learning

process. One of the parameters used to evaluate the level of students is their achievement. The learning process is successful if the students have high learning achievement. On the other hand, when students exhibit low achievement, the learning process fails.

Furthermore, researchers in Agustin (2018) have explored the correlation between students' motivation and their achievement Students' motivation and performance are positively correlated with their achievement in English. Similar research was shown by Nur (2017) There was no relationship between motivation and learning achievement being additional motives for investigating this factor.

From the several studies above, it turns out that these studies are still inconsistent, the researcher continues research on the correlation between learning motivation and the achievement of high and low-proficiency students in English learning at SMK Hidayatul Mubtadi'in Singosari. The thing that is of concern to the researcher is the background of the vocational high school students in Islamic boarding schools, where no gadgets or laptops can help students learn. Whereas, nowadays modern tools that are an integral part of students' lives include their cell phones, laptops, computers, television, and the internet (Rahman, Mustofa, & Nisa, 2022). English for senior or vocational high school students is the main focus of this study. According to (Auliya et al., 2022), High school vocational education is more significant than its preceding level. Most vocational high school students are emotional, which means they must communicate their thoughts, feelings, and

other emotions openly. The assumption above makes the writer like to prove the importance of motivation and its correlation with achievement.

1.2 Research Question

Based on the background of this study, the research problem as follows :

"What is the correlation between learning motivation and students' achievement of high and low-proficiency students in learning English?"

1.3 Research Objective

Based on the problem composition above, the research objective of this study is to identify the correlation between learning motivation and student achievement of high and low-proficiency students in learning English.

1.4 Hypothesis

The hypothesis of learning motivation and students' achievement in learning English are made :

Ho: there is no positive correlation between learning motivation and students' achievement in learning English.

Ha: there is a positive correlation between learning motivation and students' achievement in learning English.

1.5 Scope and Delimitation of the Study

Based on the problems that have been determined, the scope of this research includes learning motivation and student achievement as two variables discussed in this study. Then the delimitation of this study is the learning motivation of the first-grade senior high school students and its correlation to their achievement in the final test at the end of the first

semester in learning English.

1.6 Significance of the Study

There are two significances of the current study: theoretical significance and practical significance. The theoretical significance of this study is utilized to support pre-existing hypotheses about students' motivation and success in learning English. Next, the study's findings are anticipated to present the most recent findings regarding students' motivation and success in learning English.

1.7 Definition of the Key Terms

The following are key terms that are used in the research:

1.7.1 Correlation

Correlation is one statistical method for determining the link between two or more variables. The study's variables are the motivation and student achievement of high and low-proficiency students SMK Hidayatul Mubtadi'in Singosari.

1.7.2 Motivation

Motivation is an impulse or reason on which a person's enthusiasm is based to do something to achieve a specific goal. Motivation is a tool of interest. If there is interest, the teaching-learning process will be successful. Motivation can transform them from a state of mediocrity to extraordinary.

1.7.3 Students' Achievement

Students' achievement is obtained by the first-grade students in SMK Hidayatul Mubtadi'in. The result is usually successful or not. In this case, the

result means the score on the final test in learning English.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consists of a conclusion and suggestion. The conclusion reviews have been discussed in the previous chapter. The suggestions are given to English teachers, students, and future researchers.

5.1 Conclusions

The researcher attempts to provide a conclusion for this study based on the findings from chapters I through IV. This conclusion showed a positive result because the coefficient correlation obtained in the table was 0.325 by taking 19 high-proficiency students and 0.411 by taking 25 low-proficiency students as the sample. The result of the correlation showed that the level of significance for high-proficiency students is 0.025, and the level of significance for low-proficiency students is 0.041 which means the p-value is lower than 0.05. It means that the correlation between the two variables was significantly correlated. Accordingly, the Null Hypothesis (Ha) is accepted, it means that there is a significant correlation between learning motivation and students' achievement of high and low-proficiency students in learning English.

In conclusion, one of the elements affecting students' performance in English language learning is their level of motivation. Additionally, motivation can support students in improving their English proficiency.

5.2 Suggestions

Based on the results of this research, some suggestions are addressed to students, teachers, and future researchers. The suggestions are presented as follows:

1) For Student

   Based on the study's findings, students can enter the classroom in a positive mood and with increased motivation, especially in English class. The students.should practice English and make it a habit. The most important one is they must have a big desire to learn English.

2) For Teacher

   It is highly suggested that teachers can create engaging and innovative teaching materials (Mustofa & Sari, 2020). Be a good teacher, a good motivator for students, create a good atmosphere in the class, and employ a variety of teaching methods to help students become more motivated to learn.

3) For Parent

   Give positive encouragement to their children to learn harder and give an understanding that English is one of the important languages in this era.

4) For Further Researchers

   To obtain a more comprehensive understanding of the factors that can significantly influence English accomplishment, future researchers should expand on their findings by using additional independent

variables that are suspected of having an impact on English

achievement.

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