

## **THE CORRELATION BETWEEN STUDENTS MOTIVATION AND THEIR ACHIEVEMENT SCORE IN ENGLISH LEARNING**

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### **ABSTRACT**

This journal discussed the correlation between students' motivation and their achievement score in English learning for grade VIII students at SMP Teladan Sei Rampah. This study was conducted by using descriptive quantitative research design. The instrument for the data collection was questioner. The population of this study was 20 students. The result of data processing the correlation coefficient number was 0.723 and it was included in the strong category. Thus, it can be concluded that there was a correlation between students' motivation and learning outcome in English grammar of the grade VIII students and this correlation was positive.

Keywords: correlation, English learning, students' motivation

### **ABSTRAK**

*Jurnal ini membahas hubungan antara motivasi siswa dan nilai prestasi pembelajaran Bahasa Inggris kelas VIII SMP Teladan Sei Rampah. Kajian ini dilakukan dengan menggunakan desain penelitian kuantitatif deskriptif. Instrument pengumpulan data adalah kuisisioner. Populasi kajian ini adalah 20 siswa. Hasil pengolahan data koefisien korelasi adalah 0,723 dan dimasukkan dalam kategori kuat. Sehingga dapat disimpulkan bahwa terdapat korelasi antara motivasi siswa dengan hasil belajar tata bahasa Inggris pada siswa kelas VIII dan korelasi tersebut bersifat positif.*

*Kata kunci : korelasi, pembelajaran Bahasa Inggris, motivasi siswa*

## A. Introduction

In the era of globalization only high-quality nations can compete in the free market. In relation to the culture of competition, education plays a very important and strategic role because it is one of the way to create high quality human resource, therefore it should be if the development of education sector become the main priority that must be done by all stake holder.

Innovation and efforts to improve the quality of education in Indonesia have long been done. Various innovations and educational programs have also been implemented, including curriculum improvements, textbook procurement, improving the quality of teachers and other education personnel through training and improving the quality of their education, improving education management and provision of other facilities. Learning to teach is a process that contains a series of actions of teachers and students on the basis of reciprocity that goes with the educative system to achieve certain goals.

Students' learning motivation can be weak, lack of motivation or lack of motivation to learn will weaken the activity, so the quality of learning outcomes to be low. Students who are highly motivated in learning will likely obtain higher learning results as well, meaning that the higher the motivation the more intensity of effort and effort made, the higher the learning results obtained. In addition, motivation also sustains efforts and keeps the students' learning process in the way. If learning motivation arises every time learning, the likelihood of learning outcomes increases (Nashar, 2004). Similarly, in the process of learning to teach English class grade VIII at SMP Teladan, Sei Rampah, students who have high motivation in learning English will do more diligent activities compared with students who are less motivated in learning English. Students who have a high motivation in learning English then the learning outcomes will also be better. Thus, those problems become the basis reason to conduct this study and with the research question whether the students' motivation has a correlation with the learning result of English learning of the grade VIII students at SMP Teladan, Sei Rampah.

The word "motive", is defined as the effort that drives someone to do something. Motives can be said to be the driving forces from within and within the subject to perform certain activities in order to achieve a goal. Starting from the word "motive", then the motivation can be interpreted as a driving force that has become active. Motivation is characterized by the appearance of feeling or feeling, affection someone. In this case the motivation is relevant to the psychological, affection and emotional issues that can determine human behavior. Motivation will be stimulated by purpose. So motivation in this case is actually a response of an action that is the goal. With the three elements above, it can be said that the motivation as something complex. Motivation will cause the occurrence of a change in energy that exists in the human self so it will be related to psychological problems which then act to do something. All of that is driven by the purpose, needs, and desires.

The experts propose two types of motivation commonly known: intrinsic and extrinsic motivation (Yamin, 2007). In intrinsic motivation, the motivations are included in the learning situation and meet the needs and goals of the pupil. Intrinsic motivation is often called pure motivation, which is the motivation that arises within the students themselves, which includes the desire to gain skills, gain information and understanding, develop an attitude to succeed, enjoy life, and desire to be accepted by others. Extrinsic motivation is caused by factors from outside the learning situation, which includes wanting to get good grades so get compliments from friends, want to get a reward, fear of punishment, just simply follow-up.

According to Uno (2011), learning motivation is an internal and external encouragement to students who are learning to change behavior, with indicators such as the desire and desire succeed, there is hope and need in learning, the existence of hope and ideals of the future, there is appreciation in learning, and there is an interesting activity in learning. Motivation is very instrumental in learning. Students in the learning process have a strong motivation and obviously will be diligent and successful learning. The more appropriate the motivation is, the more successful the lesson will be. So the motivation

will always determine the intensity of the learning effort for students.

Achievement score is the change of behavior in a person that can be observed and measured form of knowledge, attitude, and skills. The change can be interpreted as a happening of improvement and development better than before and who do not know to know. There are also factors that affect the achievement score of the students such as internal factors (health, intelligence and talent, interest and motivation, how to learn) and external factors (coming from people who learn such as family and school). Motivation to learn has a very decisive role and encourages students to learn with attention and concentration in receiving lessons, so that the achievement goal expected by students is a good achievement score.

## B. Research Method

This study was conducted under the descriptive quantitative design. The location of the study was at SMP Teladan Sei Rampah. The subject of this study was the students of grade VIII consisted of 20 students. There were 12 female and 8 male students. In order to make the groups of four, the students were divided into four groups.

The data were collected by administering interview and questionnaire to the respondents. There were 20 questions given for the questionnaire.

The scale of measurement of variables used in this study was the scale of linkert, where the respondent states the level of agree or disagree about the various questions about the behavior, objects, people or events, and usually the proposed scale consists of 5 or 7 points (Kuncoro, 2003). Measurement with a linkert scale was done by division:

*The value 1 for the answer strongly*

*Value 2 for the answer does not agree*

*Value 3 for hesitant answers*

*Value 4 for answer agreed*

*Value 5 for the answer strongly agree*

Validity test was done to determine whether the measuring instrument has been prepared really able to measure what to be measured. Azwar (2013) said that to know whether the scale is able to produce accurate data in accordance with the measuring purposes, validity testing is required. Test Validity was done to measure whether the data

have been obtained after the research is valid data and measuring instruments used (questionnaire). The Reliability of the test was conducted to see if the measuring instrument used (questionnaire) showed consistency in measuring the same symptoms. The validity and reliability of the questionnaire in this study were tested by applying the software SPSS 21.0 for Windows.

The correlation analysis was used to find out the strength of the relationship between the two variables where the other variables considered influential are controlled or made fixed (as control variables). Because the variables studied were interval data then the statistical technique used was Pearson Correlation Product Moment by applying the software SPSS 21.0 for Windows software.

**Table 1. Pearson Product Moment Correlation Analysis with SPSS 21.0**

Research Indicator (Question)	Frequency of Respondent Opinion										Total
	5	%	4	%	3	%	2	%	1	%	
1	5	25	14	70	1	5			-	-	20
2	1	5	14	70	4	20	1	5	-	-	20
3	2	10	15	75			3	15	-	-	20
4	3	15	12	60	5	25			-	-	20
5	2	10	11	55	7	35			-	-	20
6	1	5	14	70	5	25			-	-	20
7	5	25	9	45	5	25	1	5	-	-	20
8	3	15	15	75	2	10					20
9	3	15	12	60	5	25					20
10	2	10	11	55	7	35			-	-	20

**Table 2. Guidelines for Giving Interpretation of Correlation Coefficients**

Interval Coefficients	Correlations Level
0,00 – 0,199	Very weak
0,20 – 0,399	Weak
0,40 – 0,599	Medium
0,60 – 0,799	Strong
0,80 – 1,000	Very strong

**C. Result and Discussion**

The instrument used for this study is a questionnaire. The total number of questions was 20 questions consisting of 10 (ten) items for students' motivation (X) variables and 10 (ten) items for learning outcomes (Y) variables. As the purpose of this study, the questionnaire was distributed to respondents containing questions about the relationship of Students' motivation with the results of grammar learning in English subjects. The following shall be the distribution of respondents' opinions on students' motivation variable (X) on the grammar learning outcomes in English subjects with indicators of internal motivation and external motivation.

Validity testing was carried out using the SPSS program (Statistical Production and Service Solution) version 21.0, with the following criteria:

If the count is positive and  $r_{count} > r_{table}$ , then the question is declared valid.

If the count is negative and  $r_{count} < r_{table}$ , then the question is declared invalid.

Reliability testing was done by using the SPSS program version 21.0. Question items that have been declared valid in the validity test determined reliability with the following criteria:

If  $r_{alpha}$  is positive and greater than  $r_{table}$ , the question is reliable.

If  $r_{alpha}$  is negative or smaller than  $r_{table}$ , then the question is not reliable.

In 20 questions at the 5% significance level, the alpha coefficient is 0.944. This means that  $r_{alpha} = 0.944 > r_{table}$  is 0.44 so it can be stated that the questionnaire has been reliable and can be distributed to respondents and can be used as an instrument of this research.

**Reliability Statistics**

<b>Cronbach's Alpha</b>	<b>N of Items</b>
.944	20

**Table 3. Respondents' Opinion towards Motivation Variable**

Question	$r_{hitung}$ (Corrected Item - Total)	$r_{tabel}$	VALIDITAS
1	.510	.44	Valid
2	.514	.44	Valid
3	.821	.44	Valid
4	.576	.44	Valid
5	.629	.44	Valid
6	.643	.44	Valid
7	.651	.44	Valid
8	.665	.44	Valid
9	.560	.44	Valid
10	.476	.44	Valid
11	.442	.44	Valid
12	.589	.44	Valid
13	.743	.44	Valid
14	.855	.44	Valid
15	.811	.44	Valid
16	.815	.44	Valid
17	.851	.44	Valid
18	.773	.44	Valid
19	.799	.44	Valid
20	.629	.44	Valid

Based on the data obtained, many students perceived that they have internal and external motivation to learn grammar in English subjects. The distribution of respondents' opinions on Learning Outcomes (Y) variables with indicators of results has been achieved by students after experiencing the teaching and learning process.

From the result of study, it was found that there was positive correlation between students' motivation and their achievement score in English learning for the students of grade VIII at SMP Teladan Sei Rampah. It also meant that the learning motivation has contribution to their English achievement. Many students perceived that they have internal and external motivation to learn grammar in English subject. There was a positive significance correlation between learning English and the results of the validity test showed that all questions were valid because  $r_{count} > r_{table}$  at a significance level of 5%.

**D. Conclusion and Suggestion**

This study can conclude that there was a correlation between students' motivation and outcomes in learning English grammar in class VIII students and this relationship was positive. The coefficient of the bride found at

0.723 was included in the strong category. So there was a positive and strong correlation between students' motivation and outcomes in learning English grammar.

From the conclusion above, some suggestions are considered to be given that the teacher should be more creative to increase the learning motivation. Learning motivation gives the positive impact for the students. It can be done by using any game and provide any interesting activity in English learning. By knowing the relationship of students' motivation with learning result of English subjects, the practical benefit of this research for schools, teachers and school stakeholders can take steps to create conditions that motivate students in terms of teaching and learning.

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