THE CORRELATION BETWEEN STUDENTS' MOTIVATION IN LEARNING ENGLISH AND THEIR ENGLISH LEARNING ACHIEVEMENT

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Abstract: *This research aimed to find out the correlation between students' motivation in learning English and their English learning achievement of the first grade students of Madrasah Aliyah Khairul Ummah. The researcher used a descriptive quantitative method as the data approach. The sample of this research was the 57 students in class X IPA 1 and X IPS 2. The students' motivation score was obtained from the questionnaire adapted from Gardner's AMTB (Attitude/Motivation Test Battery) consist of 30 questions. Data on students' English learning achievement acquire from the score of the final semester exam from the English teacher. As the result, the students' motivation in learning English was at average level and students ' motivation in learning English is mostly intrinsic motivation. And for students' English learning achievement is classified as enough level. Lastly, the correlation coefficient is 0.748, and it can be concluded that there is highly significant and positive correlation between students' motivation in learning English and their English learning achievement at Madrasah Aliyah Khairul Ummah. With 0.5595 as the coefficient of determination, it can be deduced that the students' motivation contributes about fifty-six percent to their English learning achievement, leaving the other fourty-four percent by the other factors.*

Key Words: *Correlation, Students' Motivation , English Learning Achievement*

KORELASI ANTARA MOTIVASI SISWA DALAM BELAJAR BAHASA INGGRIS DAN PRESTASI BELAJAR BAHASA INGGRIS

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Abstrak : Penelitian ini bertujuan untuk mengetahui hubungan antara motivasi belajar bahasa Inggris dengan prestasi belajar bahasa Inggris siswa tahun pertama Madrasah Aliyah Khairul Ummah. Peneliti menggunakan metode deskriptif kuantitatif sebagai pendekatan data. Sampel penelitian ini adalah 57 siswa dari kelas X IPA 1 dan X IPS 2. Skor motivasi siswa diperoleh dari angket yang diadaptasi dari AMTB (Attitude/Motivation Test Battery) dari Gardner yang terdiri dari 30 soal. Data prestasi belajar bahasa Inggris siswa diperoleh dari nilai ujian akhir semester dari guru bahasa Inggris. Hasilnya, motivasi belajar bahasa Inggris siswa berada pada tingkat rata-rata dan motivasi siswa dalam belajar bahasa Inggris sebagian besar adalah motivasi intrinsik. Dan untuk prestasi belajar bahasa Inggris siswa tergolong cukup baik. Terakhir, koefisien korelasinya adalah 0,748, dan dapat disimpulkan bahwa ada hubungan yang sangat signifikan dan positif antara motivasi belajar bahasa Inggris siswa dengan prestasi belajar bahasa Inggris mereka di Madrasah Aliyah Khairul Ummah. Dengan 0,5595 sebagai koefisien determinasi, dapat disimpulkan bahwa motivasi siswa berkontribusi sekitar lima puluh enam persen terhadap prestasi belajar bahasa Inggris mereka, dan empat puluh empat persen lainnya di pengaruhi oleh faktor-faktor lain.

Kata Kunci: *Korelasi, Motivasi Siswa, Prestasi Belajar Bahasa Inggris*

INTRODUCTION

Language is a things used to communicate with one another. Learning a language helps us to understand a variety of information, thoughts, feelings, technology, culture and experience. The use of English is divided into three groups; those who use English as their native language, as a second language and as a foreign language. In Indonesia, English is used as a foreign language that students learn at school. English is a lesson that has been taught to students from elementary school to college student. English is also a fun lesson to learn, but some students still have the difficulty in learning English.

Nugroho (2014) stated that everyone learns English with different learning motivation. Motivation is important to understand because motivation is an individual's encouragement and effort to achieve a goal. In the world of education motivation is an influential factor in teaching and learning process. According to Uno (2013) Motivation is an impulse that comes from the individual to try to make changes in behavior for the better in meeting a need. One of the factors that influence the success and failure of students in the process of learning and teaching foreign languages is the motivation itself. Motivation plays an important role in students' classroom performance in learning a foreign language (Dornyei, 2001).

In terms of low student motivation at school, it can be caused by several things, such as: students are not confident, the teacher doesn't provide motivation (the role of the teacher in motivating students is very important), the method of delivering material is not interesting (monotonous, difficult to understand, lack of learning media), weak motivation from within student (causing students to be less interested in learning), lack of parental attention, unsupportive environment, etc. Therefore, it's a great consequence to give motivation in learn English to students so that children have a passion for learning, especially in learning foreign languages. Motivation has an important role in the child's learning process because motivation will affect interest in learning, understanding while studying and also the resulting achievement. This motivation can be generated from the individual or external influences or known as extrinsic and intrinsic motivation.

According to Sardiman (2001) achievement is ability which is the result of the interaction between various factors that influence both from within and from outside the individual in the learning process. Therefore, the result of an action can be called an achievement shown through the value or number of values given by the teacher to student assignments. Based on the theories, learning achievement is the result achieved by students which is usually in the form of numbers or the form of letter and is obtained after following the learning process within a certain period of time.

This research is targeting the first grade students of Madrasah Aliyah Khairul Ummah Air Molek, Indragiri Hulu. English lessons have been taught to the first grade until third grade of Madrasah Aliyah students using K13. In addition, besides learning English in class, students also use English and Arabic language to communicate with one another in their daily activities. Therefore, the researcher is interested to investigated in researching the correlation between students' motivation in learning English and their English learning achievement by the first grade students of Madrasah Aliyah Khairul Ummah Air Molek, Indargiri Hulu.

METHODOLOGY

The design of this research is correlational. It is a way for correlating one variable to the otherin order to describe the current situation and result of the correlation between them. This study aims to describe the correlation between a student's motivation and English learning achievement at Madrasah Aliyah Khairul Ummah. Related to the research, the researcher used a descriptive quantitative method as the data approach. The variables of this research is as follows:

Variable X	Variable Y
The students' Motivation in Learning	The student's English learning Achievement

The researcher conducted the research to the First Graders of Madrasah Aliyah Khairul Ummah located on Pasir Penyu, Air Molek, Indragiri Hulu. The researcher did this research in June 2022 in the 2021/2022 academic year. In process of sample selection, the researcher chose cluster random sampling technique to take the samples since the population in this study is homogeneous. That means the elements of the population under study have properties that are relatively the same as each other and the samples were representative of it. Two classes were taken as the research sample; they are X IPA 1 and X IPS 2. These classes were chosen because they have the highest population from the other classes; X IPA 1 for IPA class and X IPS 2 for IPS class. To get data for variable X, the researcher utilized a questionnaire to get the students'motivation in the form of score. Meanwhile, to gain the data for variable Y; the students' English learning achievement, the researcher used documentation, which is the score of the final semester exam of the students The questionnaire used in this study was adapted from Gardner's AMTB Attitude/Motivation Test Battery in (2004) consist of 30 items. In this study, the data on students' learning achievement in English was taken from the final scores of the semester exam (summative test) conducted by the English teacher at the school. So, the researcher asked the teacher for the score of the students' final scores in their English class.

RESULTS AND DISCUSSION

RESULTS

1. The Students' Motivation

The first part is the summary of the students' motivation from the questionnaire. IBM SPSS Statistics 23 was used to analyze the data. The data is presented in the form the table as follows:

Table 1. Students' Motivation Score

Descriptive Statistics							
	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
STUDENTS'	57	62	86	148	109,3		163,241

						9	12,777	
MOTIVATION								
Valid N (listwise)	57							

According to the table 1, the range score of students' motivation is 62. The minimum score of students' motivation is 86 while the maximum one is 143. The mean score is 109,39 and standard deviation is 12,777 with the variance being 163,241. The classification of the students' motivation can be seen as follows:

Table 2. Students' Motivation Category

Category	Scale	Frequency	Percentage
Very low	$X \leq 90$	3	5%
Low	$90 < X \leq 103$	17	30%
Average	$103 < X \leq 116$	23	40%
High	$116 < X \leq 129$	12	21%
Very High	$129 < X$	2	4%
Total		57	100%

Based on the table, there are 3 students (5%) in the "very low category" while 17 students (30%) in the "low category", 23 students (40%) in the "average category", 12 students (21%) in the "high category", and only 2 students (4%) in the "very high category". As a whole, it can be concluded that the students' motivation is *average*.

To get a better view of the students' answers of the questionnaire, the researcher also broke down the data from each motivation type to see which aspect that affects the students' motivation in learning English the most.

1) *Intrinsic Items*

Table 3. Value of Intrinsic Items

Item	SA	A	N	D	SD	Total
1	28	29	0	0	0	256
2	7	21	29	0	0	206
3	4	23	18	10	2	188
4	10	35	8	3	1	221
5	4	23	22	7	1	193
6	1	15	25	15	1	171
7	15	29	10	3	0	227
8	8	22	12	13	2	192
9	11	26	12	6	2	209
10	2	19	13	18	5	166
11	25	24	3	3	2	238
12	21	27	8	1	0	239

13	14	32	9	1	1	228
14	13	31	9	3	1	223
15	7	23	18	9	0	199
Total Value						3156

As can be seen from the table above, Item 1 has the highest value; 256, among the intrinsic items. The statement of the item is '*I learn English to improve my English skills*'. With 28 students 'Strongly Agreed' and 29 students 'Agreed' with the statement, it can be inferred that all of the students agreed that they learn English because they want to have better English skills.

   2) *Extrinsic Items*

Table 4. Value of Extrinsic Items

Item	SA	A	N	D	SD	Total
16	23	32	1	0	1	247
17	16	32	4	4	1	229
18	3	9	12	22	11	142
19	23	31	3	0	0	248
20	8	14	10	21	4	172
21	11	29	15	2	0	220
22	15	36	4	2	0	235
23	1	9	14	23	10	139
24	9	32	11	5	0	216
25	16	19	9	10	3	206
26	2	12	9	21	13	140
27	17	29	5	5	1	227
28	18	34	5	0	0	241
29	5	18	15	18	1	179
30	21	28	5	3	0	238
Total Value						3079

From the table above, it can be seen that Item 19 has the highest value; 248, among the extrinsic items. The statement of the item is '*I learn English so that it will be easier for me to use technology in the business world.*'. There are 23 students 'Strongly Agreed', 31 students 'Agreed' and 3 students felt 'Neutral' with the statement.

With the sum value of the intrinsic items 3156, and that of the extrinsic ones 3079, it can be determined that the students' motivation in learning English is mostly **intrinsic**. That means their motivation comes within themselves; from their own desires to study English.

2. The Students' English Learning Achievement

The data was collected from the scores of English learning on the final semester exam given by an English teacher. The data is presented in the table below:

Table 5. Students' English Learning Achievement

Descriptive Statistics							
	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
ENGLISH LEARNING ACHIEVEMENT	57	6	77	83	79,18	1,151	1,326
Valid N (listwise)	57						

According Table 5, the minimum score of the students' English learning achievement is 77 while the maximum one is 83. The mean score is 79,18 and the standard deviation is 1,151 with the variance being 1,326. The classification of the students' English learning achievement can be seen as follows:

Table 6. Students' Achievement Category

Score	Category	Frequency	Percentage
86-100	Very Good	0	0 %
80-85	Good	20	35 %
70-79	Enough	37	65 %
<70	Less	0	0 %
Total		57	100%

According to the table, there are 20 students in the "good category" while 37 students belong to the "enough category". Meanwhile, there are no students in the "very good category" and "less category". With the mean score of 79,18, the students' English learning achievement is categorized as *enough*.

3. Correlation Analysis
- **The Normality Test**

To see if the sample data came from a population with a normal distribution, a normality test is needed. The basic decision making in normality testis that if the P-value is greather than the α, the data distribution is normal, but if isn't, then the distribution of the data is normal. The following of the normality test output can be seen below:

Table 7. Normality Test Output

One-Sample Kolmogorov-Smirnov Test	
	Unstandardized Residual
N	57

Normal Parameters[a,b]	Mean		,0000000
	Std. Deviation		1,15034891
Most Extreme Differences	Absolute		,200
	Positive		,182
	Negative		-,200
Test Statistic			,200
Asymp. Sig. (2-tailed)			,200[c]
a. Test distribution is Normal.			

The researcher used the Kolmogrov-Smirnov normality test. As can be seen from Table 7, the P-value is 0.200, which is greater than the α (0.05). That means the data distribution can be declared as *normal.*

- **The Linearity Test**

Linearity test is a requirement in correlation analysis. Its purpose is to determine whether the relationship between variables is linear or not. Same with normality, if the value of deviation from linearity is greater than 0.05, the relationship between both variable is linear. However, if it is lower than 0.05, then the relationship between both variables is linear. The output of linearity test can be seen below:

Table 8. Linearity Test Output

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Students' Achievement * Students' Motivation	Between Groups	(Combined)	45,296	36	1,258	,869	,652
		Linearity	,141	1	,141	,097	,758
		Deviation from Linearity	45,155	35	1,290	,891	,628
	Within Groups		28,950	20	1,448		
	Total		74,246	56			

Based on Table 8, the value of deviation from linearity is 0.390, which means it is greater than 0.05. Thus, it can be concluded that there is a linear relationship between the motivation and English learning achievement of the first grade students of Madrasah Aliyah Khairul Ummah.

- **The Correlation Analysis**

As specified previously, this study is to discover the correlation between the students' motivation and their English learning achievement. To do so, the data from both variables were statistically computed using Pearson Product-moment formula through SPSS Statistics 23. The following is the output of the computation of correlation coefficient.

Table 9. Correlation Analysis

Correlations		Students' Motivation	Students' Achievement
Students' Motivation	**Pearson Correlation**	1	,748
	Sig. (2-tailed)		-,044
	N	57	57
Students' Achievement	**Pearson Correlation**	,748	1
	Sig. (2-tailed)	-,044	
	N	57	57

Based on the SPSS output presented in Table 9, it is discovered that the correlation coefficient of the students' motivation and their English learning achievement is 0.748. Using the interpretation of correlation level by Sugiyono (2009), which can be seen on Table 8, if the correlation coefficient has value between 0.71 to 0.90, the two variables have high level of correlation. As a result, the null hypothesis (Ho) is rejected, and it can be confirmed that there is a *highly significant correlation* between motivation and English learning achievement of the first grade students of Madrasah Aliyah Khairul Ummah.

Then after confirming there is a correlation between the two variables, the researcher also had to ascertain what type of correlation it is; positive or negative. As Fenton and Nail (2012) maintained, if the correlation coefficient is greather than 0 and closer to +1, it is a positive correlation, However, if it less than 0 and closer to -1, then it is a negative correlation. With 0.748 correlation coefficient, it can be deduced that the correlation between students' motivation and their English learning achievement is *positive*. That means the two variables move in the same direction; the higher students' motivation, the better the students' English learning achievement and vice versa.

- **Coefficient Determinant**

$$R = r^2 \text{ x } 100\%$$
$$R= (0.748)^2 \text{ x } 100\%$$
$$R= 0.5595 \text{ x } 100\%$$
$$\textbf{R = 56\%}$$

The result of R value is 56%, which means the students' motivation has fifty-six percent (56%) contribution to their English learning achievement. From that point, it is worth mentioning that another forty-four percent (44%) of the students' English learning achievement is contributed from other factors which are not investigated in this research.

DISCUSSIONS

After finding and interpreting the research data, a discussion is carried out to answer the research questions that has been stated in the first chapter. There are two parts of the discussion. The first part is data analysis of each variable, and the second part is the correlation analysis and conclusion.

The first variable of the research is the students' motivation. The variable data was obtained from the questionnaire. As can be seen on Table 1, the mean score of the students' motivation is 109,39. Following a formula by Azwar (2012), this score is classified as *average.* Therefore, it can be concluded that the motivation of the first grade students of Madrasah Aliyah Khairul Ummah is *average.* In short, the students are *averagely* motivated in learning English.Then the type of the students' motivation based on comparison of the sum value between the intrinsic items and extrinsic items is *intrinsic.* Thus, it can be determined that the students' motivation in learning English mostly came from themselves; from their own desires to study English.

The second variable is the students' English learning achievement. The data of this variable was obtained from the scores of the final semester exam in English learning. According to Table 5, the mean score of students' English learning achievement is 79,18, categorized as *enough.* Thus, it can be concluded that the English learning achievement of the first grade students of the Madrasah Aliyah Khairul Ummah are enough.

To answer the research questions, the researcher employed IBM SPSS 23. Based on the output on Table 9, the correlation coefficient of the two variables is 0.748. According to the correlation level by Sugiyono (2009), it belongs to the *high correlation* category.With this finding, the Ho is rejected and Ha is accepted. Then because the coefficient is greater than 0 and closer to +1, the type of the correlation is *positive.* That means the two variables move in the same direction; the higher students' motivation is, the better their English learning achievement will be and vice versa.

This deduction backs up the findings of studies by Adrian Marzuki (2019), Nemi Zuniarti (2016) and Ega Tiara (2017). They found out that students are motivated to learn English by their own desire. Students who have intrinsic motivation to experience stimulation tend to learn English better because they are willing to have fun in the process. Uno (2013) stated that intrinsic motivation is motivation that comes from awareness within the individual, not influenced by other people or the environment. The findings of the study also show that the first grade students of Madrasah Aliyah Khairul Ummah were motivated in the English learning process by their internal desire. They want to learn English to improve their English skills to be better.

In this study, there are some reasons why students have intrinsic motivation in learning English. For example,the students want to have better English skills than before. They are afraid that they won't be able to speak English one day because English is the most important language in order to adapt to today's modern world. The students also have a high curiosity when learning English. It means that the students want to learn more about English learning because they enjoy learning it.

In addition, the researcher found the determinant coefficient of the correlation is 0.5595. This number denotes that the students' motivation has a fifty-six percent contribution to their English learning achievement. For this reason, it can be determined that the other

forty-four percent of the students' English learning achievement is contributed by other factors.

To sum up, this research succeeded in finding that there is a highly significant correlation between the motivation and English learning achievement of the first grade students of Madrasah Aliyah Khairul Ummah. With a determinant coefficient of 0. 5595, the students' motivation is affirmed to influence their English learning achievement about fifty-six percent while the other forty-four percent are influenced by other factors, such as intelligence, attitudes, interests, talents, family factors or community environmental factors.

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Based on the findings, there are several conclusions that can be drawn. Firstly, the analysis of the data from the questionnaire showed that the motivation of the first grade students of Madrasah Aliyah Khairul Ummah is *average*, and their motivation to learn English is mostly *intrinsic; comes within themselves*. Secondly, the analysis of the data of the English learning achievement of the first grade students of Madrasah Aliyah Khairul Ummah is classified as *enough.* In brief, the students have *enough* achievement in learning English. Lastly, the correlation coefficient between the two variables is 0.748. That makes the null hypothesis (Ho) rejected, and it can be concluded that *there is a highly significant and positive correlation between the motivation and English learning achievement of the first grade students of Madrasah Aliyah Khairul Ummah.* With 0. 5595 as the coefficient of determination, it can be inferred that the students' motivation contributes about fifty-six percent to their English learning achievement, leaving the other forty-four percent to other factors.

RECOMMENDATIONS

Referring the conclusions above, the researcher would like to give some recommendations as follows:

- English teachers

Since the students' learning motivation is at an average level, for English teachers, the researcher would like to suggest better materials and methods to teach English. The teachers should pick a method that can attract students' interest more. Also, as the motivator in school, the teachers should motivate their students better in learning English. To improve the students' English learning achievement, the researcher suggests the teachers give students more interesting activities and exercises.

- Students

For students, the researcher would like to suggest that they pay more attention to the English learning process. Students also should have the initiative to increase their motivation in learning to get better English achievement.

- Other Researcher

The researcher would like to suggest other researchers to continue conducting similar research in a wider area. This thesis can be a reference and hopefully provide some contributions and information for future researchers who are interested in similar topics.

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