

THE CORRELATION BETWEEN STUDENTS' MOTIVATION AND THEIR ENGLISH ACHIEVEMENT OF THE SECOND GRADE STUDENTS AT SMPN 2 PARIAMAN

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Abstract

This research was aimed to find out whether there is a correlation between students' motivation and their English achievement of the second grade students at SMPN 2 Pariaman. The population of this research was the second grade students at SMPN 2 Pariaman. The members of the population were 281 students. The researcher took 30 students as the sample. In selecting sample, the researcher used cluster random sampling technique. To collect the data the researcher used questionnaire and English achievement test. The result of data analysis showed that the relationship between students' motivation and their English achievement was high correlation. Based on the findings there was a positive and significant correlation between students' motivation and their English achievement. Based on the conclusions, it is suggested to the English teachers to help the students find the effective factors in teaching and learning process, in order to increase the students' English achievement. Besides that, it suggested to the students to improve their motivation if they want to have a good mastery of English. For further researcher, it is suggested to study to other variables which related to the students' English achievement.

Key words: Correlation, Motivation, English Achievement.

A. Introduction

One of the reasons why we need to be able to speak English nowadays is because English is an international language used in almost all of the countries in the world. Purwanti (2013:4) states that English is an important international language to be mastered in order to communicate with people from other countries in the world. From this fact, it can be understood that English is an

essential means of communication for several millions of people around the world.

The students have to mastering English through learning. There are several factors which influence the students in language learning process. Depend on <http://www.ijmef.org/Journal/Factorseducational-process>, first is the age of students; second is affective factors, namely, emotions, self-esteem, empathy, anxiety,

attitude, motivation, and the last is learning experience. One of the factors is motivation. The learner must have motivation to learn the language in order to get good English learning achievement.

According to Pintrich and Schunk (2008:5), motivation can affect both new learning and the performance of previous learned skill, strategies, and behaviors, which has important for schooling. It means that motivation can directly influence the students learning proces. For example, some students are lazy in the class, and it can be caused by having low motivation. Therefore, the teachers who teach English in the classroom should motivate the students as well as possible. To do that, the teacher must know how to improve the students' motivation in studying English so that the learner will be interested and motivated in learning English.

According to Gitawaty (2010:4), there are some factors that effect students' achievement in learning foreign language such as students' aptitude, needs, motivation, economic status, previous language experiences, intelligence, facilities in school, etc. It is assumed that the other important factor in learning English as foreign language is motivation. Therefore, the students who have high motivation in English will show effort to

learn English more than students who have low motivation in English. In the other words, the more they learn and more attentive they follow the lesson, the better English they will acquire.

B. Research Method

This research was a correlation research because it correlated the students' motivation and students English achievement of the second grade students at SMPN 2 Pariaman. Gay (1987:230), the correlation design is to describe in quantitative term the degree to which the two variables correlate to another. Since it was a correlation research, the data were collected through questionnaire and English achievement test

Gay (1987: 101) expresses that sampling is the process of selecting a number of individuals for a study in such a way that the individuals represent the larger group from which they are selected. Gay (1987: 102) states that population is the group of interest to the researcher, the group to which she or he would like the results of the study to be generalizable.

The population of this research was SMPN 2 Pariaman in academic year of 2013/2014. Total number of the second grade students at SMPN 2 Pariaman was 281 students who are group into eight

classes. The researcher took one class as a sample. It was class VIII.6. The sample was chosen by cluster random sampling technique.

The instruments that were used to get the data in this research were questionnaire and English achievement test. The structure of questionnaire consist of statements and a list of alternative responses from which the respondents select. The questionnaire consist of 30 statements, 15 negative statements and 15 positive statements. The second instrumentation was English achievement test. The English achievement test covered grammar, reading and vocabulary test in the form of multiple choice test. The test consist of 30 items. Those test were held on Tuesday, 15 of July until Wednesday, 18 of July 2014.

C. Findings and Discussion

Findings

The result of the data analysis that the value of r -calculated in this research was (.63) with the level significant 95% ($\alpha.05$) and the degree of freedom (df) $n - 2$ (28) the value of r -table was (.36). It means that the r -calculated (.63) was higher than r -table (.36). Therefore, the

relationship between students' motivation and their English achievement was significant. Then, the alternative hypothesis that said "there is significant correlation between students' motivation and their English achievement of second grade students at SMPN 2 Pariaman" was accepted.

Discussion

The result of data analysis showed there was a positive and significant correlation between motivation and English achievement. According to the concept of correlation study the improvement of value of variables is related with the improvement of value of another variable. Relating to the this finding, it can be interpreted that the stronger the students motivation the higher the English achievement.

As stated before, the index coefficient correlation was 0.63. In relation to the classification of the correlation elaborated by Arikunto (2010:84), the correlation of two variables (motivation and English achievement) could be classified as high correlation.

The index of coefficient of determination of the study was 0.40. It means that the motivation only distribute as much as 40% to the students' English

achievement. While, 60% of students English achievement is determined by other variables.

Suggestions

Based on the conclusions above, the researcher would like to propose several suggestion as follows:

1. The teacher should motivate their students, because motivation has good influence to students' English achievement. The teachers in schools do realize that they have to motivate their students to study. Teachers should direct the students to be interested in their learning English and let their students to know what their learning purposes are.

2. The students should improve the motivation if they want to have a good mastery of English. For example, the students can follow some tutorials and practice their English outside the school with the people around them.

3. The researcher suggests to further researcher to choose the other variables which related to the students' English achievement.ggestions as follow:

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