

THE CORRELATION BETWEEN STUDENTS' MOTIVATION AND THEIR ACHIEVEMENT SCORE IN ENGLISH LEARNING AT SMP NEGERI 1 MANDE - CIANJUR

Yogi Agustin¹

¹ IKIP SILIWANGI

¹ yogiagustin1234@yahoo.com,

Abstract

The main objective of this research was to investigate the existence and the degree of the correlation between students' motivation indexes and students' achievement score in English learning. This research involved the first grades of SMPN 1 MANDE-Cianjur population and the sample of the research was entire (44 students) employ SPSS version 12 in investigating the correlation. The result showed that the value of r was 0,305. It means there is a positive correlation between students' motivation indexes and their achievement score in English learning. The correlation coefficient significant of 0,05 level. By using the coefficient of determination (CD) formula, it is known that student's motivation indexes in learning English give 9,3% contribution to students' achievement score in English class while the rest is influenced by other factors which are not investigated in this research.

Keywords: Correlation, Motivation and Achievement

INTRODUCTION

School is an organization that has a role in facilitating the attempt to accomplish education objectives in general and students in particular. School has a responsibility in guiding students to reach the objectives formed. An objectives or goal would never be reached if the students themselves do not realize the importance of the objectives set for them.

People who are involved directly in developing the quality of human resources in school are teachers. Therefore, they would to their best to develop learning ability through learning activities and exercises to get maximum progress. In reality, somehow, it is often found some circumstances that show students have not been able to develop completely. For example, we find under achievers case namely students with low achievement. Syamsudin (1990) says that under achievers are those whose learning achievements are than what have been estimated based on learning ability test. More than that, some students show behavior like:

1. Absent, coming late, do not do the home works
2. Show unpleasant behavior such as pretending, unrespectable, and such.
3. Indolent in doing the home works, and
4. Show unstable emotion like easy to be angry, gloomy, introvert, unhappy in facing certain situations.

Learning achievement on each student is different in motivation. Motivation needs to be understood because motivation is an impulse and pursue individual to set the goals. Motivation that is something that gives spirit to someone to reach the achievement. It comes from the inside or outside himself. The motivation that motivates learners is different to each other and effect them in different ways too. There are students that are motivated by the impulse or drive from the outside (extrinsic motivation) such as praises, certificates, money, reward, punishment, medals, and such. Deci in Brown (1994) say that:.

Motivation is like gasoline in vehicle. It gives power, forces, or energy. It brings spirit for someone to reach and accomplish their goals. Like Brown says that the extent to which people make choices about goals to pursue and the effort he or she will devote to the pursuit it motivation's work. Motivation is important and it can be precisely considered in learners. It is the achievement. The assumption above makes the write like to conduct a research to prove the important of motivation and is correlation with achievement.

Motivation

Brown (1994) defines motivation is the extent to which you make choices about (a) goals to pursue and (b) the effort you will devote to that pursuit. Similar definition said bay Stanford (Mangkunegara, 2001) that motivation is an energizing condition of organism that serves to direct the organism toward the goal of a certain class. According to syamsudin (1996) motivation is (1) a power/forces/energy (2) a complex state and preparatory set in organism to move toward particular gal consciously or not.

The motivation is an effect from inside to try to get something wanted and it's caused by variety of factors in his/her heart inside that fairly ask ever forced to do by this someone that can develop a particular subject he is working on. According to Terence R and James R Larson Jr (1987)

It is also explained by Rowntree (1981) he said that :

Motivation refers to psychological term for the arousal and maintenance of behavior directed to word goal. The goal may be intrinsic and (the behavior itself being satisfying) of extrinsic (the behavior resulting in subsequent rewards or avoidance of subsequent punishment). Motivation to engage in a specific task may arise sportaneously from within the individual or may be fostered by a teacher who knows the individual's interest.

Types of Motivation

In general, the source of motivation can be categorized as either intrinsic (internal of individual) and extrinsic (outside of individual). Intrinsic motivation cause people to engage in an activity for it own sake. A hobby is a typical example. (Wikipedia, the free encyclopedia)

Deci (Brown 1994) states: Intrinsically motivated activities are ones for which there is no apparent reward expect the activity itself. People seem to engage the activity for their own sake and not because they lead to an extrinsic reward. Intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and self-determination.

Bruner (Brown, 1994) claims that the most effective ways to help both children and adults to think and learn is to free them from control of reward and punishment. However, one type extrinsic reward can indeed have an effect on intrinsic motivation: the positive feedback the learners perceive as a boost to their feelings of competence and self-determination.

Factors Influencing Motivation

Factors affecting motivation come from the individuals themselves, teacher, and environment around them. According to Sager (Sofiyanti, 1997) what make individuals move toward a goal and initiate motivation are:

a. Achievement

Soepryatna (1989) defines achievement as the students' learning proficiency obtained through learning processes at school and asserted with grades. In accordance with it, Halimah (2000) stated that achievement is an indication how far is the progress made by students toward the educational objectives set for them, in other words, it is an indication of success or failure.

b. Recognition

Recognition is identifying something you learned previously and is therefore stored in some manner in memory. For example, taking a multiple choice test requires you to identify material you learned and not necessarily "recall" information learned previously.

c. Challenge

Challenge is something that needs great mental or physical effort in order to be done successfully and therefore tests a person's ability.

d. Self-developing

Self development is taking steps to better yourself, such as by learning new skills or overcoming bad habits. An example of self development is taking courses at the university to learn new skills and interesting things.

e. Responsibility

Personal responsibility is concerned with people taking individual accountability for their decisions and actions, together with the outcomes they create and their impacts on others. It is about feeling that one is the author of one's own life, accountable for the life that is created and the impacts caused through one's decisions and actions, both on oneself and on others. Within philosophy, the concept has been referred to as moral responsibility, although with a narrower focus on causal accountability for actions either undertaken or not undertaken.

f. Problem solving

Problem solving is the process of recognizing a problem, defining it, identifying alternative plans to resolve the problem, selecting a plan, organizing steps of the plan, implementing the plan, and evaluating the outcome; a performance component of occupational therapy.

Teacher's Role in Learning

Teacher has an important role in teaching and learning process in the class because teacher is learning director. Teacher must be able to support, guide, and help student's progress in learning. As learning director, teacher should create, and maintain, and increasing students' motivation in learning. Teacher's roles in meeting needs are seen from the attitude in teaching. Teacher should meet students' need of safety, love, self-esteem, belongingness, and self-actualization. Reilly and Lewis (1983) said that teacher's role is primarily on of helping students to satisfy the child's needs at level of safety and security, love and belonging and self-esteem need.

Teacher has to encourage students with appropriate aspiration. At time all students may need help to need alternative way to reach their goal in leaning. Further some students may need support in getting better achievement. They need support about what they should or should not do. This is the task of the teacher to support and guide them to need students' goal.

During the learning process, teacher's role is to discover students' interest and arouse students' curiosity. There are ways to determine students, interest, according to Rush (woolfolk, 1984), the most direct route is to ask the students themselves, either with a question or by talking to them. Teachers may also watch to attentiveness during classroom lesson. Teacher may be aware of how many time the students are suddenly focused on the teacher or busily working at some tasks.

Achievement

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In brief, achievement is the indication of students' success or failure as the result of learning processes at school that indicated bay score/grade. Standard of success can be intrinsically and extrinsically (Siagian, 1989). When this concept apply in learning, means that one of the indicator in the result of learning changing in schoolis achievement.

Gardner (1985) described language learning result into two definitions: the aspect of knowledge about language structure, which covers vocabulary, grammar, and pronunciation; and the aspect of mastering the four skills in using language such as, listening, speaking, reading, writing.

Individual has a potential doing kinds of activities, depend on motivation, opportunity, and supportin factors or environment. Hight or low one's motivation is determined by some factors, such as point of view the value of success and success expectation (Maharja, 2001). McClelland states six characteristics of the high-motivated students : 1. Have high responsibility, 2. Take a risk, 3. Have realistic goal, 4. Have a plan and an effort to realize it, 5. Optimize feedback, and 6. Look for the opportunity to realize the plan.

According to Murray (Prabu, 200), higt-motivated students are those who: 1. Do the best, 2. Work for the success, 3. Optimize the effort and the skill to accomplish the assignment, 4. Well known-oriented or have a will to be an expert, 5. Do worthwhile things, 6. Do something better, and 7. Write a novel or stories.

In brief, high- motivated students would be more effective in learning and achieve better result. Those who have motivation ar characterized as :

1. Optimistic, positive thinking, and self-confident
2. Responsible and do worthwhile things,
3. Work hard and have spirit,
4. On time in doing or submit the tasks, looking for new experiences, and discipline,
5. Future-oriented,
6. Unsatisfied on recent achievement result and looking for the better one,
7. Take a risk but realistic, and
8. Creative and innovative in solving the problem.

METHOD

Research Design

Since the main objectives of this research are to investigate the existence and the degree of the correlation between student's motivation and students' achievement score in English learning, this research employs the correlational method. Gay (1982) as by Sukardi (2004) notes that, "Correlational research is a research study that involves collecting data in order to determine whether there is a relationship between two or more quantifiable variables." he adds that correlational research is part of ex-postfacto research. In this type of research, a researcher doesn't give any treatment or manipulation to the observed variables because when researcher begins the observation, the variables (X and Y) have already occurred in natural setting.

As mentioned before, in this correlational research, there are two variables. The first is students' motivation in learning English as X variable and the second one is students' achievement score as Y variable.

Population and Sample

In this care SMP Negeri 1 Mande-Cianjur is researched by the writer is consists of 26 classes : they are 9 classes of the first grade, 9 classes of the second grade and 8 classes of the third grade.

The writer took one class especially the first grade because the number of population in SMP Negeri 1 Mande-Cianjur is big enough. The sample of the group, namely VII- F for this purpose.

Research Instruments

The write used instrument for this description research. The item test on the motivation in learning English was in the form of the questionnaire. Maenwhile, for the students' achievement scores in English Learning. This research uses several instruments in collecting data. The first instrument is questionnaire, and the last one is students' achievement record. Questionnaire is a list of statements that is used to identify attitude, opinion, or perception of subjects (Alwasilah, 2002). The achieverment record is analyzed to collect the students' summative test score in their English subject (Y variable)

Data Analysis

There are several steps in analyzing the data. The first step in scoring students' responses in questionnaire. The second is testing validity and reliability of the questionnaire. The third calculating the frequency and percentage of each response pet item. The fourth is determining the classification of students' motivation indexes. The next is testing the normality of data distribution. After that, calculating the correlation coefficient is conducted. The last step is making interpretation from research findings.

RESULTS AND DISCUSSION

Results

Students' Motivation Indexes

As mentioned previously, two variables are involved is this research. The first variable is students' motivation indexes (X). This variable is administered through the questionnaire. Because the result of questionnaire is confidential, the names of the students do not need to be mentioned. Only the number of the students and the result of the scoring are mentioned.

The data shows that the highest motivation index is 106. The score is showed by the students number 16 and 23. The lowest motivation index is 72, which is showed by student number 36.

If the students' motivation indexes are classified bases on classification made in chapter III, it can be seen that nearly all students (79,55%) are highly motivated and 15,9% of students have very strong motivation while only a few of students (4,55%) have low motivation.

The Frequency and Percentage of Students' Motivation Classification

Scale	Classification	Frequency	Percentage
30 – 52	Very Low	0	0%
53 – 75	Low	2	4,55%
76 – 98	High	35	79,55%
99 – 121	Very High	7	15,9%
Total	44	100%	

Students' Achievement Scores

The second variable which is involved in this research is students' achievement scores in English class (Y). students' achievement scores in this research refer to students' summative test scores. This variable is collected from the students' achievement record.

The data shows that the highest score is 80. The score is reached by the student number 7, 12, 14, 17 and 23. The lowest score is 28, which is reached by the student number 39. If the students' scores are classified based on Kriteria Ketuntasan Minimal (KKM) which given by school (KKM = 55), 75% of students pass the KKM and the rest should take the remedial test.

Students' Classification based on KKM

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Score	Frequency	Percentage	Classification
<55	11	25%	Failed
55	33	75%	Pass

The percentage in the table above can give a general description that nearly all of students have good marks in English subject since the mean of students' score is 62 and it is higher than KKM (55)

To calculate the correlation coefficient, this research employs the Pearson Product Moment Correlation. SPSS version 12 is used to calculate the correlation coefficient. Below is the result.

The Correlation between Students' Motivation Indexes and Their Achievement Score in English Learning

Correlations		
	Motivation	Achievement
Motivation pearson	1	.305*
Correlat	.	.044
Sig. (2-tailed)	44	44
N		
Achievement person	.305*	1
correlate	.044	.
Sig. (2-tailed)	44	44
N		

*. Correlation is significant at the 0.05 level (2-tailed)

The value of $r_{scounted}$ is 0,305. In conclusion, there is a positive correlation between students' motivation indexes and their achievement score in English learning because the point of correlation is greater than zero ($0,305 > 0$). The correlation is significant at the 0,05 level. Even though the coefficient does not include to a very strong classification (0,305 is fat from 1), it can be said that a very limited extent student who has high motivation index achieve high score in English learning.

The Coefficient of Determination

The percentage of the contribution which is given by students' motivation indexes to students' achievement scores in English learning is determined by using the coefficient of determination (CD) formula and the result shows that the coefficient of determination is 9,3% (see appendix).

It can be concluded that the students' motivation indexes in learning English contribute 9,3% to their achievement score, while the rest is influenced by other factor which are not investigated in this research.

Discussion

The result of data analyzing is in line with the experts' theories given previously. There is a correlation between students' motivation indexes and their achievement score in English learning. The value of $r_{scounted}$ is 0,305. The correlation coefficient is significant at 0,05 level. It means that students' motivation indexes give a contribution to students' achievement scores in English learning. The calculation shows that the students' motivation indexes contribute 9,3% to their achievement scores.

It seems the value of the contribution gained is so low, but it cannot be just concluded like that. There is something that should be considered in this case. Remember, students' motivation indexes is not the only one factor influencing students' achievements. In other words, there are still many factors which contribute to students' achievement.

For example, Djamarah (2002) and Slameto (1998) propose the external and internal factors influencing the students' achievements. The external factors include environments and instruments. The environmental factors consist of natural, social and cultural situation. The instrumental factors consist of curriculum, school program, teacher and facilities.

On the other hand, the internal factors consist of physical and psychological conditions of the students. The physical factors of the students include the condition of students' body especially their senses. The psychological factors of students include their interests, talents, intelligences, and motivation. While Sadjad (2006) adds that besides the motivation, the success in learning English is also influenced by level of language anxiety, and learning strategy.

Unfortunately, only the strength of students' motivation becomes the focus in this research. The contribution of the other factors to students' achievements cannot be presented statistically here. This research cannot determine which factor is more dominant than the others.

Teachers need to find the students' motives so that teachers can accommodate them in class. It is important for teachers to find out students' needs, goals and desires in learning English because the strength of motivation is influenced by them.

Data showed that 25% of students failed in reaching KKM. Perhaps, teachers need to commit to offering students an opportunity to believe in themselves than they can achieve great things.

CONCLUSION

In the final part of this research, the researcher draws some conclusion as follows :

1. The motivation of the students SMPN 1 Mande Cianjur after being gathered with questioner, the highest score got was 80 and the lowest score was 28 and 75% of students pass the KKM and the rest should take the remedial test.
2. The students' achievement is as follows the highest score was 80 and the lowest score was 28 with the 75% of students pass the KKM and the rest should take the remedial test.
3. There is a correlation between students' motivation and their achievement score in English learning. The value of $r_{scounted}$ is 0,305 and the correlation coefficient is significant at 0,05 level. It can be concluded that to a very limited extend students who have high motivation index achieve high scores in English learning. In this research students' motivation indexes in learning English give 9,3% contribution to students' achievement scores in English learning and the rest is influenced by other factor which are not investigated in this research.

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