

**THE CORRELATION BETWEEN MOTIVATION  
AND ENGLISH ACHIEVEMENT  
OF THE ELEVENTH GRADE STUDENTS  
OF SMK MUHAMMADIYAH I PALU**

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**Abstract**

The objective of this research is designed to find out the correlation between motivation and English Achievement of the eleventh grade students of SMK Muhammadiyah I Palu by applying correlational study. This research conducted with 20 students as a total of sample in grade 11. The sample was selected purposively. The data was analyzed statistically and descriptively. Furthermore, the result of motivation indicated that students are motivated in medium criteria. While, students' English achievement lead to some categories which are three students got high score and 17 students got medium score. In conclusion, there was a positive low correlation between students' motivation and English achievement.

Keywords: *Correlation, motivation and achievement*

**BACKGROUND**

Time to time education developed significantly. It changes the mindset of many educators from lay to modern. It plays an important role in aspect of life. The purpose of education is to create a qualified person as to have a wide view of future by acting effortfully and appropriately. It can be seen as the way out for those who want to achieve success.

Education can be done formally or informally either. Furthermore, ones can be freely engaged with education without any hesitation. The purpose of this activity is to develop one's competency. It can be generated from qualified teacher. If the teacher is qualified enough to teach then it will result to the success of learning.

There are several factors that affect students in learning. Those are: health, motivation, talent, interest, family and school environment. In short, these things called internal and external factors. Motivation is one of crucial factor that can

affect ones in learning. These days, the most challenging thing faced by teacher is to provoke a motivation. It is not an easy work to do by the teacher considering the needs of education ticking after the clock.

**Motivation**

Motivation is kind of internal drives which push someone do an activity. Ones is said to have a high motivation when he or she has a strong reason to achieve what they want. It seems to be closely intertwined with essential components of one's' nature in learning. Learning possesses time, time provokes habit, habit provides experience, experience producec knowledge and knowledge protects value. These things show the way how ones pursue a will. Pekrun, *et al.* (2002:96) state "Emotion serve the functions of preparing and sustaining reaction to important events by triggering action related wishes and intentions". In accordance with pekrun's

statement, Ryan and Deci (2000:69) confirm “Motivation concerns energy, direction, persistence and equifinality all aspects of activation and intention. Perhaps more important, in the real world, motivation is highly valued because of its consequences”. Motivation has an important role in manipulating ones’ desire to act accordingly.

### **Intrinsic & Extrinsic Motivation**

Intrinsic motivation means individual stimuli coming from inside. Sardiman (1996:89) asserts “Intrinsic motivation is not necessary stimulated by an outside source because every human already have an effort to act. It’s only how and when to trigger it?”. Ones has desire to perform a specific activity because it is accordance with his or her belief to fulfill it.

Ones’ motivation in doing an act is also determined by external source. It is because the lack of ones’ will. In another word, this is the opposite of intrinsic motivation. In his book, Sardiman (1996:90) argues “Ones’ can be activated by the external source”. Based on the previous statement, the researcher concludes that extrinsic motivation is a stimuli that coming from outside.

### **Motivation to Learn**

Someone’s effort will not run smoothly without motivation and vice versa. It will be better if motivation always accompanied with earnest to achieve success in learning. It is not surprising if there is someone is able to achieve success easily as expected. Function of motivation can be various. It is not only to rise students’ to learn, but it is also helpful in supporting them to get success. Lack of motivation can affect students’ learning outcome. Therefore, they need activator such as family, teachers and friends so they can do better in learning.

### **Learning**

Nowadays, learning is reflected in very limited meaning as learning in classroom or school. In his book, Mahmud (1990:121) explains “Learning does not only happen in the classroom. It also happens in every circumstance of life”. However, learning is a process of human development such as absorbing knowledge, information and experience. In her Journal, Aritonang (2008:13) describes “Learning is a process to acquire a new change behavior from experience”. Learning produces changes in the organism such as knowledge, skill, behavior and understanding. The ability to learn is possessed by human. Progress over time tends to follow learning curves. Syah (2010:90) assumes “Learning is stage of change behavior”. In other hand, Mustaqim and Wahid (1991:60) indicate “Learning is an activity that is moving towards a particular goal”.

Based on some definitions above, the researcher concludes that learning is viewed as a process rather than a collection of factual and procedural knowledge. It may occur consciously or subconsciously. It is also described as the effort to find out things that unknown to be known.

### **Correlation Study**

Correlation is a mutual relationship between two or more variables. Best (1981:284) states “Correlation is the relationship between two or more paired variables”. Correlational study is the most common and useful statistics in many fields of research. According to Beins and McCarthy (2012:281), “Correlation studies permit us to investigate the relationship between two variables”.

There are two types of analysis correlation they are bivariate and multivariate analysis correlation. Bivariate analysis correlation is an analysis which is based on two variables. Multivariate analysis correlation is an analysis based on more than two variables. Therefore, the

analysis used in this research is bivariate analysis correlation.

### METHOD OF THE RESEARCH

This part discusses about how important research design is. By using appropriate research design, the subject matter being searched would be clear. It also helps the researcher solve problem easier. Therefore, the research design used in this research was qualitative and quantitative which investigated the relationship that may exist between students' motivation and English achievement at SMK Muhammadiyah I Palu.

The sample of this research was the eleventh grade Perbankan students of SMK Muhammadiyah I Palu which consist of 20 students. The sample was taken purposively.

In collecting the data, the researcher provides some instruments in order to get a proper data. As follow: questionnaire and documents. Questionnaire used contains questions and alternative answers. It was designed in 15 items with five options. It was applied by the researcher to collect data about students' motivation in learning English. Document in this study was a report source of students' English achievement.

There were several phases in doing this research. As follows:

#### Preparation phase

The activities that had been done in this phase:

- Research site and sample was found by the researcher.
- Literature regarding to the research had already been listed.
- The researcher had presented the research proposal.

#### Implementation Phase

- The researcher had completed to gather all the information needed.

### Final Phase

- Research report had already been completed

There are two formulas used in this research. These are rating scale and product moment correlation. Rating scale is used to calculate data from questionnaire. This rating scale is used to calculate data from students' English achievement.

$$NA = \frac{(BS)}{(\sum s)(\sum p)} \times 100$$

Where:

- NA : Final Score
- $\sum s$  : Obtained Score
- $\sum p$  : Number of items
- BS : Maximal Score
- 100 : Equivalent Criteria

Source: Basuki and Hariyanto (2014:125)

This formula is used to classified students' motivation level. Then motivation can be classified as high, moderate and low. While to identify degree of correlation, the researcher decided to use Pearson's product moment correlation as follows:

$$r_{xy} = \frac{N \cdot \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\} \{N \sum y^2 - (\sum y)^2\}}}$$

Where:

- $\sum x$  : Sum of the x score
- $\sum y$  : Sum of y score
- $\sum x^2$  : Sum of the squared x score
- $\sum y^2$  : Sum of the squared y score
- $\sum xy$  : Sum of the product of paired x and y score
- N : Number of paired score

Source: Best (1981:284-249)

### FINDING AND DISCUSSION

The data presented in this chapter are questionnaire and English achievement of the eleventh grade students of SMK

Muhammadiyah I Palu with the total number of 20 students.

### 1) Student' Motivation data

Students' motivation data was collected from the research sample throughout questionnaire. The questionnaire consists of 15 items with 5 additional answers. The result can be identified by looking at the following table:

Tabel 1. Students' Motivation

No.	Initials	Obtained Score	Criteria		
			High 66-100	Medium 36-65	Low 0-35
1	AA	54		✓	
2	AR	42		✓	
3	ELT	56		✓	
4	H	52		✓	
5	IS	52		✓	
6	ISN	57		✓	
7	IR	60		✓	
8	NNKSD	55		✓	
9	NH	59		✓	
10	NISD	52		✓	
11	NH	48		✓	
12	PAR	39		✓	
13	RLP	49		✓	
14	S	44		✓	
15	SW	60		✓	
16	MN	50		✓	
17	MRA	56		✓	
18	MA	51		✓	
19	MR	40		✓	
20	H	61		✓	

From the table, it is shown that there are 20 students become the sample in this research. All the students are in medium criteria. Meanwhile, there is no student placed in high and low criteria. Furthermore, the frequency of students' motivation can be seen as follows:

Tabel 2. The Frequency of Students' Motivation

No	Criteria	Frequencies
1	High	-
2	Medium	20
3	Low	-
<b>Total</b>		<b>20</b>

### 2) Students' English Achievement

The achievement data obtained from students score when they were in tenth grade 2<sup>nd</sup> semester. For more detail, the data is provided in table 3:

Tabel 2. Students' English Achievement

No	Initials	English Achievement
1	AA	80
2	AR	81
3	ELT	82
4	H	80
5	IS	85
6	ISN	90
7	IR	83
8	NNKSD	82
9	NH	82
10	NISD	82
11	NH	80
12	PAR	81
13	RLP	80
14	S	80
15	SWW	83
16	MN	88
17	MRA	80
18	MA	82
19	MR	83
20	H	83

Source: School Archive of SMK Muhammadiyah I Palu

After analyzing the table above, the researcher found that there are three students got upper 85 and 17 students got under 85 of the score. Furthermore, the frequency of students' English achievement is provided in table 3:

Tabel 3. The Frequency of Students' English Achievement

No	Scores	Frequencies
1	85-100	3
2	84-75	17
3	74-0	-
<b>Total</b>		<b>20</b>

### 3) The Correlation between Motivation & English Achievement

The results of questionnaire and English achievement had been determined. The researcher then put the results in to a formula to measure the correlation from these two variables by using Pearson Product Moment Formula as follows:

$$\begin{aligned}
 r_{xy} &= \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\} \{N \sum y^2 - (\sum y)^2\}}} \\
 &= \frac{20(85480) - (1037)(1647)}{\sqrt{\{20(54603) - (1037)^2\} \{20(135767) - (1647)^2\}}} \\
 &= \frac{20(85480) - (1037)(1647)}{\sqrt{(16691)(2731)}} \\
 &= \frac{1661}{\sqrt{45583121}} \\
 &= \frac{1661}{6751.57230} \\
 &= 0.24
 \end{aligned}$$

Based on the calculation above, the correlation between motivation and English achievement of the eleventh grade students of SMK Muhammadiyah I Palu was 0.24. Therefore, there was no significance of the correlation between motivation and English achievement of the eleventh grade students of SMK Muhammadiyah I Palu. Furthermore, the value of  $t_{counted}$  (0.24) is lower than  $t_{table}$  (0.444). This means that there is a positive low correlation between X variable (motivation) and Y variable (English achievement).

### CONCLUSION AND SUGGESTION

After analyzing the data that the researcher obtained from questionnaire and students' English achievement, he concluded that there was a positive low correlation between motivation and English achievement of the eleventh grade students of SMK Muhammadiyah I Palu.

In accordance with students' motivation in learning English, the researcher provide several suggestions as follow: teachers should solve students' learning problems as to facilitate them, teachers should develop their self by reading books and literatures regard to the teaching materials, be creative and innovative in teaching.

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