Students' Learning Motivation and Their English Learning Achievement: A Correlational Study at SMAN 1 Ranah Pesisir

Nasrahtul Husnah[1], Edi Trisno[2]

[12]English Department, Faculty of Languages and Arts, Universitas Negeri Padang
Correspondence Email: nasrahtulhusnah120501@gmail.com

Abstract

In the learning process, learning motivation is one of the factors that influence students' learning achievement. This research is about students' learning motivation and their English learning achievement: A correlational study at SMAN 1 Ranah Pesisir. This research was quantitative and used a correlational technique with 329 Phase E students as population. The sample for this research was 66 students chosen by proportional random sampling techniques. The data were collected through questionnaire and English examination test result in even semester. Prior to finding out correlational, the research tried to ascertain students' learning motivation level and students' English learning achievement level. The research found out that students' learning motivation level in moderate category. On students' English learning achievement, the Phase E students got poor level. For correlation, the study used Pearson Product Moment. The research revealed that there is a correlation between students' learning motivation and their English learning achievement in the weak category. It was shown by the *rvalue*= 0,397. It means that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted.

INTRODUCTION

In Indonesia, English is the compulsory subject taught formally at school. Students should master English in order to develop communication competence in oral, written, visual, and audiovisual forms (KEMENDIKBUD, 2022, p. 152). In this curriculum, students should master six skills: listening, reading, viewing, speaking, writing, and presenting (KEMENDIKBUD, 2022, p. 150). The learning process cannot be isolated from learning achievement. It is a measure of success in the learning process. According to Marbun (2018, p. 57), learning outcome that have students achieved in participating and do the assignment and activities in learning at school is called as learning achievement.

Getting high learning achievement is not easy for several students. Using the researcher's experience practice at SMAN 1 Ranah Pesisir when teaching

Phase E students as a reference, the researcher discovered that many students had the poor English learning achievement.

Motivation has been considered a crucial factor in English language achievement. In line with this statement, Ellis (2015, p. 59) says that motivation is viewed primarily as influencing the rate of learning and ultimate achievement. It means that motivation and achievement cannot be separated. Ryan & Deci (2017, pp. 14-16) divide motivation into three types: intrinsic, extrinsic, and amotivation.

However, in reality it was discovered that many students are still unmotivated in learning English. Using researcher's experience practice at SMAN 1 Ranah Pesisir when teaching *Phase E* students as a reference, the researcher discovered differences in the English-learning motivation of students. Most of the students had low motivation, while others had high motivation. In the learning process, it could be seen the different students' learning motivation. Several students do not pay proper attention to the English teacher when the teacher explains the lesson, even though creative ways were used to make students more motivated to learn, while some students paid proper attention. Some students enjoy learning English, while others do not. They also consider that learning English is difficult, and some of them did not do their homework on time. The recognition of students' learning motivation has significant importance within the learning process since it has a direct impact on their learning achievements.

In the recent year, numerous studies on motivation and achievement have been conducted concerning this issue. First, Juliana et al., (2022), found that significant correlation. Second, Purwanti et al., (2019), a significant correlation was found in this research. The next study from (Agustin, 2018), revealed positive. On the contrary, the research conducted by Tiara et al., (2017) revealed no relationship. The two kind of finding of research above, make the researcher curious and want to prove if there is or no correlation between students motivation and their English achievement. Nevertheless, these studies conducted correlation studies before *merdeka curriculum* is implemented, while different curriculum has the different material that will be learned by student.

researcher attempted to investigate how the Phase E students learning motivation level is, how the Phase E students English learning achievement level is and also investigated the correlation between students learning motivation and their English learning achievement.

METHOD

The study employed quantitative method because it uses statistical analysis techniques on the analyzed data. This research used a correlational research design. It is related to the goal of this study, which is to know the two variables are correlated.

Phase E students at SMA N 1 Ranah Pesisir is the population of this research. In this research, the researcher used proportional random sampling. According to Abubakar (2021, p.59) states that if the population between 300 - 500, the researcher can take 10- 20% of the population as the sample. Therefore,

the researcher took 20 % or 66 students from the total population of 329 students in the phase E students as the sample.

A close-ended questionnaire is used to find students' learning motivation level.

Table 1. Learning Motivation Level

Range Score	Categories
4.50 - 5.00	Highest
3.50 - 4.49	High
2.50 - 3.49	Moderate
1.50 - 2.49	Low
1.00 - 1.49	Lowest

Source: Best's (1970) in Degang (2010, p. 23).

Documentation is used to collect students' English learning achievement data. It was taken from their final examination test result in even semester.

Table 2. Students English Achievement Level

Score	Qualification
≥ 94	Very Good
87 - 93	Good
80 - 86	Fair
≤ 79	Poor

Source: English Teacher's Document at SMA N 1 Ranah Pesisir

RESULT AND DISCUSSION
Result
66 students from Phase E of SMAN 1 Ranah Pesisir are taken as sample.

Table 3. Learning Motivation Score

CATEGORIES	RANGE SCORE	f	%
Highest	4.50 - 5.00	0	0
High	3.50 - 4.49	0	0
Moderate	2.50 - 3.49	52	78.8
Low	1.50 - 2.49	13	19.7
Lowest	1.00 - 1.49	1	1.52
Total		66	100

From the data on students' learning motivation level frequency above, it can be seen that the phase E students are at a moderate level of motivation. The results of the data indicate that 1 student (1%) is at a lowest level of motivation, 13 students (20%) are at a low level of motivation, 52 students

(79%) are at a moderate level of motivation, and no student is at a high and highest level of motivation.

Additionally, to find students learning achievement is used the final semester test result in even semester .

Table 4. Learning achievement Score

CATEGORIES	RANGE SCORE	f	%
Very Good	≥94	0	0
Good	87 - 93	0	0
Fair	80 - 86	8	12
Poor	≤79	58	88
Total		66	100

From the students' learning achievement level data, it can be seen that the phase E students are at poor level of achievement. The result of the data stated that 58 students (88%) are at poor level of achievement, 8 students (12%) are at fair level of achievement, and no students with good and very good level of achievement.

In determining the relationship between the two variables, Pearson product moment from SPSS is used to analyze the data.

Table 5. Correlation Test Result

Correlations

		Learning Motivation	Learning Achievement
Learning Motivation	Pearson Correlation	1	.397**
	Sig. (2-tailed)		.001
	N	66	66
Learning Achievement	Pearson Correlation	.397**	1
	Sig. (2-tailed)	.001	
	N	66	66

**. Correlation is significant at the 0.01 level (2-tailed).

Table 5 explains that the number of data is 66 students. The significance value of students' learning motivation is 0.001 and for learning achievement is 0.001. According to the theory of significance in correlation significance in correlation research, if Sig (2-tailed) is lower than 0.05, meaning that there is correlation between variable X and Y. Value of Sig (2-tailed) data on variables X and Y (learning motivation and English learning achievement) is 0.001. Therefore, it stated the correlation between variable X and variable Y is correlated. In the correlation value there is no minus sign on the score 0.397. It states that the form of the relationship between these two variables is positive. It's mean H_o is rejected and H_a is accepted. The range of the correlation value scores states that variable X to variable Y has a weak correlation because the Pearson Correlation in 0.397.

Discussion

This research was conducted on Phase E students at SMAN 1 Ranah Pesisir. From the result of the questionnaire, it is known that the students are at moderate level of motivation. The result of the data indicate date 1 student (1%) is at a lowest level of motivation, 13 students (20%) are at a low level of motivation, 52 students (79%) are at a moderate level of motivation, and no student is at a high and highest level of motivation

Meanwhile, from the students' learning motivation level data, it can be seen that the students are at poor level of achievement. The result of the data stated that 58 students are at poor level of achievement, 8 students are at fair level of achievement and no students with good and very good level of achievement.

The analysis that has been conducted with SPSS shows that students learning motivation has a correlation with learning achievement. This means that as previously explained, the two research variables are necessarily related. This research's finding is in line with Purwanti et al. (2019). The value of $rscounted$ is 0,305, it means the relationship at weak relationship level. On the contrary, the research was conducted by Tiara et al. (2017) found the different result. They found no correlation.

Moreover, from the data analysis that has been conducted, the result of Pearson Correlation value is 0.397. It is mean the range of the correlation in weak level.

CONCLUSION

The goal of this study is to know students' learning motivation level, students' learning achievement level and to investigate the correlation between them. Questionnaire is used to find students' learning motivation level, and English final examination test in event semester is used to find students learning achievement. To find the correlation between the two variables is used *Pearson product Moment* in SPSS program.

Then, it reveals that students' learning motivation and their English learning achievement is correlated. The findings indicate a weak correlation.

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