



The Correlation between Student's Motivation in Choosing English Education Study Program at Universitas Negeri Padang and Student's Learning Achievement in Microteaching Class

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Abstract

Every person has their motivation in choosing something, and so do the students who have graduated from high school. The students might choose an English education Program Study as their major in a university. The choosing major can be influenced by what kinds of motivation they have, there are five kinds of motivation in this research: intrinsic, extrinsic, instrumental, integrative, and altruistic. Furthermore, since the major is related to the education field, the English education curriculum will have a Microteaching class as a subject that trains the education-based students to feel how teaching situations look. Hence, this research aims to find out what motivation types motivate the students the most to choose English education and how it correlates with students' English learning achievement in Microteaching classes. There are 31 participants from the same program study in entry year 2020, who have taken Microteaching class in this research. To collect the data, a questionnaire with 25 statements and a document about students' results in Microteaching classes were used in this study. Then, the method used in this research was the correlational method. The findings of this study stated that the highest motivation type that motivated students to choose English Education was intrinsic. Yet, the correlation between students' motivation in choosing English Education and students' learning achievement in micro-teaching classes was displayed in a low level of correlation.

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INTRODUCTION

The world has approximately 7117 languages (Koller and Thompson, 2021), but only some languages that have the most speakers than the other languages, one of them is English. It is an indisputable fact that English is ubiquitous for its existence as the international language. However, many people have not conquered this language yet, since English does not play a role as their mother tongue language. So,

in order to tackle this problem, they have to take a step to start to learn a language which does not belong to their first language. Having a set of clear goals to achieve something when the life is filled by the anxiety and tedious will require such an appropriate motivation (Csikszentmihali, 2020).

According to Rahman (2014), motivation is a crucial element to proceed success in any activity. Meanwhile, Woolfrock (2007) defines motivation as an internal condition that guides and retains someone's attitude. Motivation plays as an essential part for everybody in studying something. Motivation itself is also in the charge in controlling human behavior by energizing it and giving it guidance (Filgona, 2020). Therefore, in short, motivation can be concluded as a thing which keeps someone's desire burns and lasts for a long time. Speaking about motivation, it could come from many sources. Then it what divides motivation to some types, they are intrinsic (Harmer, 2021), extrinsic (Legault, 2020), instrumental (Dornyei and Ushioda, 2021), integrative (Dornyei and Ushioda, 2021), and the last is altruistic motivation (Preston and de Waal, 2002). There is no wrong at all to have one kind of motivation higher than any other motivations, because people can be motivated by various things (Filgona, 2020).

Complementary to previous explanation about motivation, motivation itself interacts with people's reason in choosing something, as demonstrated by people's choice in pursuit certain career . Subsequently, people who interested in English probably will choose to be an English teacher as their future career. Choi (2015) resumes three motives behind why do people want to be a teacher. The first and the biggest reason is because the existence of altruistic motivation. This behavior makes them less selfish and love to care about people. Those with higher altruistic trait will always excited to assist others grow. Furthermore, two other motives behind why people want to be a teacher are because of their intrinsic motivation which they want to reflect to their own intellectual growth and their level interest of teaching; and the last motive is extrinsic motivation which related to job security, salary, and the job rules. As the reflection of being an English Education student, the researcher does have three motives as the reasons why the researcher is taking English education program study just what Choi stated above. The researcher does have pleasant feeling when she is seeing educated people and helping people to get education through her carrier as a teacher.

Moreover, Chairil (2018) declares that any science in every field of study will be written in English. Even, having a skill in a form of fluent in English will help people to get a better and higher job. So that, every learner should take some steps ahead to engage their eager to get to know English, and they choose to be an English teacher to emphasize the urge to conquer English. However, some other students of English study program could have different kinds of motivation, and definitely it will impact to students' performance during their learning period in campus. The higher a motivation that a student has, the better she or he will manage a good learning achievement in every classes which she or he takes (Filgona, 2020). As it had been introduced, the fact whether motivation has impacted student's life learning or not had intrigued the researcher to conducted this research.

Furthermore, in order to graduate from English education study program, the students have to complete all the needed subjects which has been provided in the curriculum. One of those subjects is Micro Teaching. Micro Teaching is an important course for all the learners who had taken education study program because it leads to

student's engagement of all the things about teaching processes and stuffs (Remesh, 2013). A number of definitions have been given of what Micro Teaching is. According to Ajayi (2006), micro-teaching is a controlling system that makes students aware of teaching attitudes. Additionally, Yusuf (2006) defined Micro Teaching as a class which trains students to engage with teaching atmosphere before coming the actual teaching later. A common thing from these definitions is to tell that Micro Teaching is a medium which gives students who takes education study program a chance to feel what it is like to be a teacher in a class before coming to the real teaching situation. Hence, after finishing the class, the students are expected to be a well-prepared teacher with all of teacher's things and stuffs in the future.

Some researchers have been conducted related to student's motivation in choosing English education study program. Nanda (2020) found out that mostly students will have intrinsic motivation which is proven by good attitude that they are showing toward their choice. Then, in 2018, Anwar et.al., stated that students chose the PBI (Pendidikan Bahasa Inggris) or English Education because of their interest of English, and want to mastering its skills.

Regarding all of theories that have been written above, the researcher was also intended to know the reasons behind why students choose the study program of English Education in Universitas Negeri Padang. Yet, what differentiate this research with others was the researcher will correlate student's motivation in choosing English education with their learning achievement in Micro Teaching class. Micro Teaching class was taken as a variable because through some personal observation that the researchers did, some students of English education study program were claimed not only can not teach, but also can not play a role as a teacher in front of the class. Meanwhile, at the same time, some other students were said are good in explaining the lesson, so they could even get a teaching job even though they have not graduate yet.

This kind of research might be influenced by Fachraini (2017), Rafasah (2019), Rosalina (2014), Yuet (2008), Wang (2008)'s studies. Those researchers conducted research about the correlation between student's motivation and student's learning achievement. Basically, the indicated variables might be heard same, but the finding of the research may vary. Since those researchers conducted the research in different methods, and different amount of participants, they made some differentiations to the researchers studies' finding. Most of those researchers said in their result of studies that there was indeed a correlation between student's motivation and student's learning achievement, but some result said the contrary.

METHOD

This research was aimed to correlate students' motivation in choosing English study program at Universitas Negeri Padang and with students' learning achievement in Micro Teaching class. Furthermore, in order to finish this research, some variables need to be collected and counted. Thus, in this research, the researcher used correlational research design with a quantitative method based on survey research with questionnaire. According to Gay and Airasian (2000), correlational research was a study about how to find out the relationship between two or more variables. Meanwhile, quantitative approach was applied due to its function to link those collected variables using statistical procedures to be put in final report in this study

which has a package of the structure of a proposal research and also result and discussion.

RESULT AND DISCUSSION

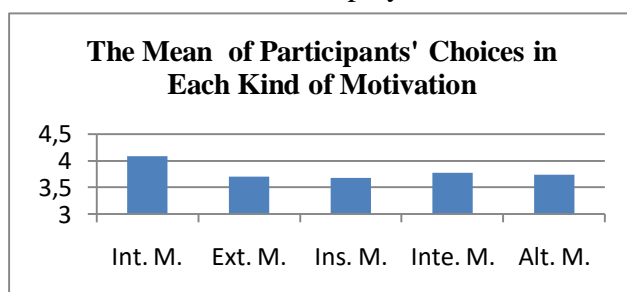
Research Finding

A. Data Description

The research was done in faculty Language and Art Universitas Negeri Padang, and was conducted by the chosen participants enrolled in 2020, especially for those who have taken Micro Teaching class. After have finished fill out the questionnaire, the researcher organized the result which proven by below:

The Most Dominant Type of Student's Motivation (X Variable)

The questionnaire was used to analyze the most dominant type of students' motivation result of students' motivation as variable X. The result of the analyzed data in this research was displayed to this chart below:



(Int. M. = Intrinsic Motivation, Ext. M. Extrinsic Motivation, Ins. M. = Instrumental Motivation, Inte. M. = Integrative Motivation, Alt. M. = Altruistic Motivation)

Graphic 1. The mean of participants' choices in each kinds of motivations

From the students' motivation chart about the mean of participants' choices, as showed in the chart above, the chosen participants had intrinsic motivation as the highest motivation of any others motivations which reached the point 4,1 as the mean choices. On the contrary, the least type of motivation that motivates participants in choosing English education was instrumental motivation which only reached around 3,6 as the mean choices. Furthermore, the second highest position was got by integrative motivation. The rest motivation levels in a row were altruistic motivation and extrinsic motivation. The data presented in the above chart show that intrinsic motivation is as the highest types of motivations which motivated the participants in choosing English Education at Universitas Negeri Padang.

Table 2. Intrinsic Motivation Scale Range

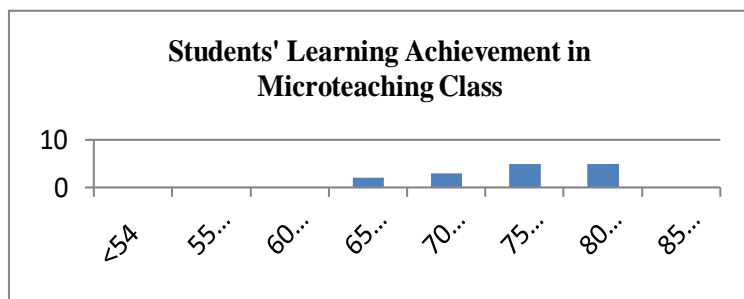
No.	Score Range	Classification
1.	21-25	Very High
2.	16-20	High
3.	11-15	Low
4.	5-10	Very Low

All the students' questionnaire results are compared into four categories; very high, high, low, and very low, to find out the students score range as seen in table 3.

Furthermore, the researcher analyzed only the very high range score classification and linked them to correlation coefficient formula.

Students' Learning Achievement in Micro Teaching Class (Y Variable)

The variable Y in this research is the result of student's learning achievement in Micro Teaching Class, especially for those who got the very high classification, which was shown in the table below:



Graphic 2. Students' Learning Achievement in Microteaching Class

From the students' learning achievement in Micro Teaching class, as displayed in the chart above, it can be said that 10 students were divided equally both to the highest and second highest point, which were in between 80-84 and 75-79. The next points were in 70-74 and 65-69 which were got by 4 students and 2 students in a row. There was no student with the level of intrinsic motivation as the highest reached the point neither above 85-100 nor under 64. To be precise, the students' learning achievement list can be seen in appendix 4.

In order to find whether students motivation, which was intrinsic motivation, in choosing English education has correlation with students' learning achievement in Micro Teaching class or not, the researcher eliminated the result of students' learning achievement in Micro Teaching class only by the point which was gotten by those who have very high score classification in intrinsic motivation (See Appendix 8).

Table 3. Intrinsic Motivation Score and Students' Achievement in Micro Teaching Class

No.	N	Intrinsic Motivation Score	Student's Achievement
1.	P. 1	25	84
2.	P. 2	24	81
3.	P. 3	25	77
4.	P. 4	25	80
5.	P. 5	21	66
6.	P. 6	23	80
7.	P.10	22	76
8.	P.11	21	73
9.	P. 12	24	79
10.	P. 14	24	78
11.	P. 15	25	74
12.	P. 19	24	73
13.	P. 23	25	65
14.	P. 25	25	80
15.	P. 30	21	77

B. Data Analysis and Findings

Normality Test

Table 4. Variable Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		15
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	1.51401259
Most Extreme Differences	Absolute	.153
	Positive	.119
	Negative	-.153
Test Statistic		.153
Asymp. Sig. (2-tailed)		.200 ^{c,d}
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance		

Based on the data which were shown by the table above, the output result was 0,200. According to the Normality Test's rule by using the Lilliefors formula in the Kolmogorov Smirnov section through SPS 25.0 program, data research can be said normal only if the result > (higher than) 0,05. Furthermore, we can draw a conclusion which stated that the result data which was found in this study was normal, since it was proven that the data which was got by the researcher was 0,200, which was higher than 0,05.

Linearity Test

Table 5. Linearity Test of X and Y

ANOVA TABLE							
			Sum of Squares	df	Mean Square	F	Sig.
Variable X * Variable Y	Between Groups	(Combined)	78.317	4	19.579	.619	.659
		Linearity	38.872	1	38.872	1.230	.293
		Deviation from Linearity	39.445	3	13.148	.416	.745
	Within Groups		316.083	10	31.608		
	Total		394.400	14			

Based on the displayed data above, it can be seen the linearity significance in this research was 0.293, which indicated there is a significant linear relationship between student's motivation in choosing English education and student's learning achievement, since Sig. (0,293) > 0,05.

Correlation Coefficient Test

No.	N	X	Y	XY	X ²	Y ²
1.	P. 1	25	84	2100	625	7056
2.	P. 2	24	81	1944	576	6561
3.	P. 3	25	77	1925	625	5929

4.	P. 4	25	80	2000	625	6400
5.	P. 5	21	66	1386	441	4356
6.	P. 6	23	80	1840	529	6400
7.	P. 10	22	76	1672	484	5776
8.	P. 11	21	73	1533	441	5329
9.	P. 12	24	79	1896	576	6241
10.	P. 14	24	78	1872	576	6084
11.	P. 15	25	74	1850	625	5476
12.	P. 19	24	73	1752	576	5329
13.	P. 23	25	65	1625	625	4225
14.	P. 25	25	80	2000	625	6400
15.	P. 30	21	77	1617	441	5929
	Total	ΣX=354	ΣY=1143	ΣXY=27012	ΣX²=8390	ΣY²=87491

$$r_{XY} = \frac{(n \sum XY - (\sum X)(\sum Y))}{\sqrt{([n \sum X^2 - (\sum X)^2] [n \sum Y^2 - (\sum Y)^2])}}$$

$$r_{XY} = \frac{((15 \times 27012) - (354 \times 1143))}{\sqrt{((15 \times 8390) - (354)^2) \times ((15 \times 87491) - (1143)^2)}}$$

$$r_{XY} = \frac{(405180 - 404622)}{\sqrt{((125850) - (125316)) \times ((1312365) - (1306449))}}$$

$$r_{XY} = 558 / \sqrt{([534] \times [5916])}$$

$$r_{XY} = 558 / \sqrt{3159144}$$

$$r_{XY} = 558 / 1777,3981$$

$$r_{XY} = 0,314$$

To make sure the calculation above was already in a correct result, the researcher installed Pearson Product Moment Correlation through SPSS 25 program. The use of SPSS 25 was aimed to know whether the calculation that the researcher did manually was valid and to make sure that there is no mismatching in researcher calculation. The table calculation of SPSS 25 was described such as follows:

Correlations

		Variable X	Variable Y
Variable X	Pearson Correlation	1	.314
	Sig. (2-tailed)		.254
	N	15	15
	<hr/>		
Variable Y	Pearson Correlation	.314	1
	Sig. (2-tailed)	.254	
	N	15	15

The result of the correlation between student’s motivation in choosing English education and student’s learning achievement is 0,314, which can be concluded that there was a low correlation (0,21 – 0,40) between variable X and variable Y, based on $r_{xy} < r_{table}$ (rtable configuration value can be seen in the appendix 7); $0,314 < 0,442$, which interpreted as the variables were not correlation. Furthermore, since there were no minus (-) sign in front of the result of both between variable X and Y, it can be stated that the variables had positive correlation. Positive correlation means

that the variables indicate the same direction, which were proven as if variable X is increasing, the variable Y is increasing as well.

Based on the correlation test, it was found that the value of the correlation was 0,314. As it has been stated, the statistical hypotheses were said as follows:

$r_{xy} > r_{table}$, H1 is accepted.

$r_{xy} < r_{table}$, H1 is rejected.

r_{table} , in the significance condition of 0,01, and participants number 31, is 0,442. Then, from the data result above, the researcher got $r_{xy} < r_{table}$; $0,313 < 0,442$, which means H0 is accepted and H1 is rejected. This result data shows that there is indeed a correlation between student's motivation (intrinsic motivation) in choosing English education and student's achievement in Microteaching class.

Discussion

This study was aimed to figure out the students' motivation in choosing English education and its correlation with students' learning achievement in Micro Teaching class. In order to find out the result, the researcher used two kinds of instruments, there were questionnaire and documentation. The questionnaire was given to 31 participants. Meanwhile the documentation which was formed of their learning achievement in Micro Teaching class, was got by asking the lecturer in charge of Micro Teaching class. The using of those kinds of instrument was based on two research questions which have been developed earlier.

In order to explain the first question, the researcher applied questionnaire to find out which is about which type of motivations motivated students the most to choose English education as their study major in university after they graduated from high school. There were five types of motivation which the researcher found and put in this research, they were intrinsic, extrinsic, instrumental, integrative, and altruistic. In order to find the most influenced motivation, the researcher got the data by observing the most total answers, and it came out that intrinsic motivation is the highest motivation which influences students to choose English education.

Intrinsic motivation got the highest mean in participants' choices in each kind of motivation through the given questionnaire. Yet, from the 31 students who thought that intrinsic motivation as the highest motivation, there were only 15 participants had the very high classification, 11 of them were in 'high' position, and the rest were in low classification. Nobody was in the very low of intrinsic motivation classification. This result is linear with Nanda (2020), Anwar (2018), and Fachraini (2017)'s research. These three studies stated that intrinsic motivation's level can stay in the very first level of motivation when it came to what influence students to choose any major, which in this case, it is English education. Since it came from the individual itself, student's motivation in choosing English education is quite high.

Meanwhile in order to find the answer of the second question, which talking about how the type of motivation correlates to students' achievement in a Micro Teaching class, the researcher applied the correlation formula of Pearson's Product Moment, right after the researcher had done some calculations with both normality and linearity tests. The normality test led the fact that the result can be assumed as normal since the result was higher than 0,05, as the significance used.

Furthermore, linearity test which the researcher used stated that there was a significant linear relationship between students' motivation in choosing English education and students' learning achievement, since $\text{Sig. (0,200)} > 0,05$. Lastly, the result correlation coefficient test said that $r_{xy} < r_{table}$; $0,314 < 0,442$, which means the correlation level between student's motivation and student's learning achievement was low.

The finding of the research question number two has different output with Rosalina (2014)'s study. Rosalina (2014), in her study figured out that the variable X and Y had correlation, yet the correlation was very low that can be said that there was no correlation. By using questionnaire which consisted of 33 statements, and documentation which in the form of students' English learning score from 31 students who were chosen from four class, the researcher got r_{xy} is 0,143. By comparing 0,143 with r_{table} in the significant degree at 0,05 (5%), then the result came out as negative relationship, since $r_{xy} < r_{table}$, $0,143 < 0,355$. These different outputs could be caused by the indicated variables that the researchers had in the each studies. According to Hatch and Farhady (1981), theoretically, variable can be defined as objects which has no similarity between one variable and another. Meanwhile, Sudjarwo (2009) stated that variable as a various measurable concept. From those definition of variables, it can be concluded that variables have different outputs since they differentiate one object to another in a population.

On the other hand, the study that the reseacher conducted, has the same output as what Rafasah (2019), Yuet, and Wang (2020). Rafasah (2019) in her study manage to figure out that there was a strong correlation between students motivation and their achievement in studying English. Yuet (2008) in a study answered the researcher's curiosity by succeeded in figuring out that there's positive relationship between the indicated variables. Lastly, the finding of Wang (2008)'s study stated that motivation, which in this case was intrinsic motivation, had positive correlation with extrinsic motivation and achievement. This similarity result that the researcher found with Rafasah (2019), Yuet, and Wang (2020), might be influenced by retention, attraction, and concentration of a teacher in teaching (Sinclair, 2008). Students' with high motivation in choosing a major related to education field, and to be specific it is about teaching, will have higher retention, attraction, and concentration, than those who do not have high motivation in choosing education field.

To discuss what has been stated so far, the researcher concluded that student's motivation which came up from the individual desire which addressed as intrinsic motivation in choosing English education does have correlation with students' learning achievement in Micro Teaching class, despite it was in low correlation.

CONCLUSION

Related to the findings and discussion which had been mentioned, the answer to the first question, which was about to find out what motivation type motivated students more to choose English education, was intrinsic motivation. Furthermore, as an attempt to find out the correlation between student's motivation in choosing English Education with Micro Teaching class as the second question, the result showed that there was low correlation between those two variables.

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