The Correlation Betweent Students Motivationand Their Achievement Score in Learning English at 11th grade of Ashhabul Yamin Islamic Boarding School

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ABSTRACT

Most of the problems that arise indicate lack of motivation of grade 1 students of the Ashhabul Yamin Islamic boarding school.For example, most students are not interested in learning English, less motivational words from the teacher.Many students do not complete their homework at home and also many students think English is a difficult subject because they don't have anyone to support them directly including their classmates. This study aims to determine whether there is a relationship between student motivation and student academic achievement in learning English. This research is a correlational research. Total population is 44 students, the sample is 26 students. Researchers used purposive sampling on determine the sample in this study. To collect data, researchers use questionnaire and documentation. To analyze the data collected, researchers useSpearman's Rating Correlation Coefficient (and to test the hypothesis,the researcher uses the t-test formula and consults the results into the t-table with = 0.05. The finding of the research revealed that the coefficient of correlation (was -0.115. It means, there is no correlation between extrinsic motivation and students' academic achievement in studying English. In the other words, based on hypothesis testing, the t- score was -0.114 whereas t-table on = 0,05 was 0.404. It means, the tscore was smaller than the t-table. Hence, Ha rejected and Ho accepted, which stated that there is no significant correlation between students motivation and students' achievement in studying English.

Key Word	*Motivation, Academic Achievement in Study English.*
How to cite	https://pusdikra-publishing.com/index.php/jsr/index
Doi	10.51178/jsr.v5i2.1928

INTRODUCTION

In this era, learning is one of the important things that must be obtained by students,especially in learning English. English is a communication tool all around world and also English is an international language that every student should have master it. English is sometimes one of the subjects that most students do not like. in the fact, many of the students argued that English is difficult to understand, for example

when pronounce a vocabulary, it is different from the writing, so it is hard to students to learn about it.

Therefore, students sometimes need some motivation in their life. According to Anita and Kardena, Motivation is encouragement that comes from a person or group of people to achieve what they want through beliefs, drives, need, passion or psychological mechanism.There are two kind of motivation, which is intrinsic and extrinsic motivation.Motivation is important because it encourages the students to learn. According to Gardner, stated that motivation is one of the main factors affecting learning English. A student with low motivation on the subject chosen cannot learn properly.

Based on preliminary research by observation and interview class 11th Ashhabul Yamin Islamic Boarding School on Desember 2021 to februarry, 2022 and November 22, 2022 through observation, researchers found several problems related to students' motivation in learning English. Researchers do observations during the teaching and learning process in class, the first the problem is most of the students don't have the motivation to learn about English and also lack of motivation from the teacher. It can be seen when learning to teach in progress, only a few students listened to the lesson until it was finished, while the others did students don't, they just hear not listen to the material they just kept silent when teacher asked some question about the material. It happened because of their lack of interest in learning English.

From the phenomena above, the researcher assumed that between students motivation and their achievement score has a correlation. Based on the explanation above, the resercher is interested to conducting the research entitled: "The Correlation between Students Motivation and their Achievement score in Learning English at 11th grade of Ashhabul Yamin Islamic Boarding School."

RESEARCH METHODE

In this research, researchers used the correlation research method. Based on Mills and Gay correlation collect data to determine the relationship between two or more variables. Researchers use this method because they want to knowing the relationship between student motivation withstudents achievement in learning English. In this research, the researcher used questionnaire and documentation to collect the data. There are two variables in this research. The first is variable X ie student motivation. This variable is collected through a questionnaire. There There are several steps to collect data about student motivation, researcher distribute questionnaires to respondents who have been validand reliability. Then, the respondents answered the questionnaire based on themselected. After that, the researcher collected the data and the researcher againcheck the questionnaire answered by the respondent.

RESULT AND DISCUSSION
Results

All data collected from the provided instrument aims to answer the research questions: Is there a relationship between student motivation and student achievement in learning English in the eleventh grade of Ashhabul Yamin Islamic boarding school?

What is the direction of the correlation between student motivation and student learning motivation?student achievement in learning English in the eleventh grade of Ashhabul Yamin Islamic boarding school?

What is the magnitude of the correlation between student motivation and students achievement in learning English in class eleven of Ashhabul Yamin Islamic boarding school?

The findings are intended to explain whether there is a significant correlation between student motivation and student achievement in learning English in the eleventh grade Ashhabul yamin Islamic boarding school. The description about the data of Students' Motivation Variable X in this study is student motivation. Researchers used a questionnaire to obtain data about students motivation as many as 20 statements. The statement is written in Indonesian so that it is easy for students to learn understand and answer questions. Before the questionnaire was given to respondents validated by 3 experts (see appendix 1). In addition, researchers measure the reliability of the questionnaire withusing internal consistency analyzing using split half technique as follow. From the calculating above, it can be concluded that the result of reliability was 0,708 which was categories into high reliable level. Therefore, the instrumentation in this research had been reliable so it was already for used to collect the data in this research.

The variable Y was students' academic achievement in studying English. The researcher used documentation from English teacher. It was the result of students' English final score in the second semester which consist of 20% assignments, 30% midterm test, 50% final test. Scores were taken from the English teacher in class eleven of the Ashhabul Yamin Islamic boarding school

To identify the first research question, namely whether there is a correlationwhether or not between motivation and student academic achievement in learning English, researchers used Spearman's calculations.

Coefficient of Rank Correlation formula. There were several steps that the researcher used in gotten the correlation between two variables. The first step was determined the total score of both variable Because this research was Spearman's Coefficient of Rank Correlation, so both of the data X and Y variable was identifying the rank of each score by sorting the data from the smallest until the highest.

Discussion

This study discusses the relationship between students motivation and students achievement in learning English in class eleventh of Ashhabul Yamin Islamic boarding school. It can be said that the researcher correlated student motivation as variable X and student achievement in learning English as variable Y. Researchers collected data using questionnaires and documentation from the English teacher.This research purposed to find out the correlation between students motivation and students' achievement in studying English. The first research question, is there any correlation between students motivation and students' in studying English? Based on result that has been done, the researcher found that the coefficient of correlation between students motivation and students' achievement in studying English was -0.115573, where these result prove that between students motivation and students' achievement in studying English has a weak correlation.

Where in learning English, students and their environment must collaborate create student success in learning English. If students receive more motivation in their life, so they will have a chance to be betterexcel in school. Therefore, it can be concluded that in this study between motivation and student achievement in learning English in the eleventh grade of the Ashhabul Yamin Islamic boarding school has only a weak relationship.The second research question, how is the direction of the correlation between student motivation and student achievement in learning English?. The direction of the correlation between student and student motivation achievement in learning English is a negative correlation. It looks from the results obtained by researchers amounted to -0.115573 It shows between motivation and academic achievement of students in learning English at negative correlation direction. Negative correlation means that if student motivation increases, so that student academic achievement in learning English not fully improved. In other words, in the eleventh grade of the Ashhabul Yamin Islamic boarding school, the two variables only had little influence on each other.

The third research question, what is the magnitude of the correlation between student motivation and student academic achievement in learning English?. From the interpretation table, the researcher finds that the results are large both variables are very weak at the level of 0.00 – 0.114. That means in this study the magnitude of the two variables is very weak magnitude. In other words, implementation of student motivation in class eleven Ashhabul Yamin Islamic boarding school the magnitude is insignificant and only has a small effect on achievement in learning English at school.

Furthermore, based on hypothesis testing, the result is that the t-test the score is -0.115573 and t-table 0.404 at df = 24 and = 0.05 where the t-test is smaller than t-table. In other words, Ha is rejected and Ho is accepted,so that there is no significant correlation between student motivation and student achievement. In conclusion, using Spearman's

Coefficient of Rank Correlation, the researcher found there was a very weak correlation between students' motivation and student achievement in learning English. Meanwhile, by usingtesting the hypothesis the researcher found that Ha was rejected, meaning it did not exist significant relationship between student motivation and student achievement in learning English in class eleven Ashhabul Yamin Islamic boarding school.

CONCLUSION

The purpose of this research is to find out whether there is a significant effect the relationship between student motivation and student achievement. In this study, researchers correlated student motivation scores through questionnaires and student achievement test scores on learning English through documentation of student test scores from the English teacher at the Ashhabul Yamin Islamic boarding school. After analyzing the research results, the researcher concluded that:

Ha or the alternative hypothesis of this study is rejected. It means there is no significant correlation between student motivation and student achievement in learning English in class eleven of Ashhabul Yamin Islamic boarding school. The results obtained after researchers consulted t-test on t-table is t-test is -0.115573 while t-table at df = 24 and = 0.05 is 0.404. That is, t-count is smaller than t-table and Ha is rejected.

The direction of the correlation between student motivation and student learning motivation and student achievement in learning English is a negative correlation. He evidenced by the results obtained by researchers of -0.115573 . This shows that between student motivation and student academic English learning achievement towards the negative line.

The magnitude of student motivation with student achievement in learning English in the eleventh grade of the Ashhabul Yamin Islamic boarding school very weak at the 0.00 – 0.114 level. It is proved by the coefficients the correlation in the correlation category is very weak. That is, there is a weak correlation level between students' motivation and student achievement in learning English. In conclusion, if students accepting that student motivation does little to improve them achievement in learning English.

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