STUDENTS' LEARNING MOTIVATION AND THEIR ENGLISH LEARNING ACHIEVEMENT: A CORRELATIONAL STUDY AT SMAN 1 RANAH PESISIR

THESIS

Submitted as a Partial Fulfillment of the Requirements to Obtain Bachelor of Education (B.Ed) in English Language Education

Written by:
NASRAHTUL HUSNAH
NIM.19018030

Advisor:
Dr. Edi Trisno, M.A
NIP.196003051987031003

ENGLISH LANGUAGE AND LITERATURE DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
UNIVERSITAS NEGERI PADANG

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HALAMAN PERSETUJUAN SKRIPSI

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

Nama : **Nasrahtul Husnah**

NIM : **19018030**

Program Studi : **Pendidikan Bahasa Inggris**

Departemen : **Bahasa dan Sastra Inggris**

Fakultas : **Bahasa dan Seni**

Padang, Oktober 2023

Disetujui oleh,

Pembimbing

Dr Edi Trisno, M.A
NIP. 196003051987031003

Mengetahui,

Ketua Departemen Bahasa dan Sastra Inggris

Dr. Yuli Tiarina, S.Pd, M.Pd
NIP. 197707202002122002

HALAMAN PENGESAHAN UJIAN SKRIPSI

Dinyatakan lulus setelah dipertahankan di depan Tim Penguji Skripsi
Program Studi Pendidikan Bahasa Inggris Jurusan Bahasa dan Sastra Inggris
Fakultas Bahasa dan Seni Universitas Negeri Padang dengan judul

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

Nama : Nasrahtul Husnah

NIM : 19018030

Program Studi : Pendidikan Bahasa Inggris

Departemen : Bahasa dan Sastra Inggris

Fakultas : Bahasa dan Seni

Padang, Oktober 2023

Tim Penguji		Tanda Tangan
1.	Ketua : Leni Marlina. S.S., M.A.	:
2.	Sekretaris : Lafziatul Hilmi, S.Pd., M.Pd	:
3.	Anggota : Dr Edi Trisno, M.A.	:

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI
UNIVERSITAS NEGERI PADANG
FAKULTAS BAHASA DAN SENI
DEPARTEMEN BAHASA DAN SASTRA INGGRIS
Alamat: Kampus Selatan FBS UNP Air Tawar Padang Telepone. (0751) 447347
Web: http://english.fbs.unp.ac.id

SURAT PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan di bawah ini:

Nama	: Nasrahtul Husnah
NIM/TM	: 19018030/2019
Program Studi	: Pendidikan Bahasa Inggris
Departemen	: Bahasa dan Sastra Inggris
Fakultas	: Bahasa dan Seni

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Diketahui oleh,
Ketua Departemen Bahasa dan Sastra Inggris,

Dr. Yuli Tiarina, S.Pd., M.Pd.
NIP. 197707202002122002

Saya yang menyatakan

Nasrahtul Husnah
NIM. 19018030

ABSTRAK

Husnah, Nasrahtul. 2023. Students' Learning Motivation and Their English Learning Achievement: A Correlational Study at SMAN 1 Ranah Pesisir. Thesis. Padang: English Language and Literature Department. Faculty of Languages and Arts. Universitas Negeri Padang

Dalam proses belajar mengajar, motivasi belajar merupakan salah satu faktor yang mempengaruhi prestasi belajar. Penelitian ini tentang motivasi belajar siswa dan prestasi belajar bahasa Inggris mereka: Sebuah studi korelasional di SMAN 1 Ranah Pesisir. Penelitian ini merupakan penelitian kuantitatif yang menggunakan desain teknik korelasional dengan populasi 329 siswa Tahap E. Sampel penelitian ini adalah 66 siswa yang dipilih dengan teknik sampel acak proporsional. Pengumpulan data dilakukan melalui angket dan hasil ujian Bahasa Inggris semester genap. Sebelum mencari korelasional, penelitian ini mencoba untuk memastikan tingkat motivasi belajar siswa dan tingkat prestasi belajar bahasa Inggris siswa. Hasil penelitian menemukan bahwa tingkat motivasi belajar siswa berada pada tingkat sedang. Pada tingkat prestasi belajar, siswa mendapat nilai kurang. Untuk korelasi, penelitian ini menggunakan *Pearson Product Moment*. Hasil penelitian mengungkapkan bahwa ada korelasi antara motivasi belajar siswa dan prestasi belajar bahasa Inggris mereka dalam kategori lemah. Hal ini ditunjukkan dengan nilai $r = 0{,}397$. Artinya hipotesis null (Ho) ditolak dan hipotesis alternatif (Ha) diterima.

Kata kunci: Korelasi, motivasi belajar, prestasi belajar bahasa Inggris

ABSTRACK

Husnah, Nasrahtul. 2023. Students' Learning Motivation and Their English Learning Achievement: A Correlational Study at SMAN 1 Ranah Pesisir. Thesis. Padang: English Language and Literature Department. Faculty of Languages and Arts. Universitas Negeri Padang

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.

Keywords: *Correlation, learning motivation, English learning achievement*

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Padang, September 2023

The Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Problem

In Indonesia, English is one of the compulsory subjects 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). It means that there are six skills that should be mastered by students: 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 achievement is the learning outcomes achieved by students when participating in and doing assignments and learning activities at school.

Getting high English learning achievement is not easy for many 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 poor English learning achievement. It could be seen from their midterm test, assignments, and daily test results. 15% of students got good achievement, 25% got fair achievement, and 70% got poor achievement.

In the learning process, there are three main factors that influence students' learning achievement (Syah 1996, pp. 132 - 139). The factors are divided into internal, external factor, and approach to learning. The internal factors are divided into two categories. First, physiological aspects include

physical tone, eyes and ears. Second, psychological aspects include intelligence, attitudes, interests, talents, and motivation. External factors are also divided into two parts. First, the social environment includes family, teachers and staff, community, and friends. Then, the nonsocial environment includes home, school, equipment and nature. Related to this statement, Gass and Selinker (2008, p. 100) say several factors influence the language acquisition process. They are innate principles of language, attitude, motivation, aptitude, age, and other known languages. From these factors, the researcher focused on motivation. To achieve high English learning achievement, the first thing that students should do is feel enjoyment and interest while they are studying in the class. This problem relates to the learning motivation that should occur in students' selves. Currently, in language learning and teaching, notably in foreign languages, a student's academic success is also influenced by his or her awareness of personal differences, particularly learning motivation. The reason that encourages students to reach their goals is called motivation. As mentioned by Harmer (2001, p. 51), motivation is an internal drive that encourages people to do activities to attain a goal. Students are motivated to act when they believe their actions will have an effect on their 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 in

the learning. It is supported by Reid's (2007, p. 24) statement that motivation is a key factor in successful learning. This statement is in line with Elliot et al. (2017, p.10), who state that motivation is possibly the most essential element for academic success. From these statements, it can be concluded that motivation is very necessary for students to get succeed in the learning process. Students' motivation is important because motivation makes a strong contribution to students' achievement. They need to have high motivation to keep them engaged with the tasks and with English. If students are motivated to learn English, it helps them to achieve good English achievement. Motivation plays an essential role in learning English. Without motivation, students will not have the willingness, need, or desire to participate in the learning process.

However, in reality it was discovered that some students are still unmotivated to learn English. Based on the 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. The different motivations could be seen in the learning process. Some 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 recent years, numerous studies on motivation and achievement have been conducted concerning this issue. First, Juliana et al., (2022) investigated "the correlation between students' motivation and their English learning achievement during COVID-19 pandemic". Tenth-grade students were the sample for this research. The instruments were a questionnaire and the final semester scores of students. The questions in the questionnaire have been derived from indicators that measure both intrinsic and extrinsic motivation. This research found a significant correlation between students' motivation and their English learning achievement.

Second, Purwanti et al. (2019) studied the correlation between English learning motivation and the English proficiency achievement of English study program students. The population consisted of students in the fifth semester of the English study program. The questionnaire and TOEFL test were instruments. Indicators of intrinsic and extrinsic motivation were used to develop the questionnaire's questions. A significant correlation was found in this research.

The next study from Agustin (2018), entitled "The correlation between students' motivation and their achievement score in English learning at SMP Negeri 1 Mande–Cianjur". First grade students were the population of this research. A questionnaire students' achievement record

were instruments. The study found that there is a positive correlation between students' motivation indexes and their achievement score in English learning.

On the contrary, the research conducted by Tiara et al. (2017) revealed that there is no relationship between students' motivation and their English learning achievement. Eighth grade students from SMP Negeri 2 Sambas were the population of this research. This was different from the third study, which mentioned that there is a correlation between motivation and achievement. The two kinds of findings from research above make the researcher curious and want to prove if there is or no correlation between students learning motivation and their English learning achievement.

Nevertheless, these studies conducted correlation studies before the Merdeka curriculum was implemented, while different curriculum have different material that will be learned by students. In this instance, the findings regarding students' learning motivation and its relationship to their learning achievement, particularly in the implementation of the Merdeka curriculum, have not yet led to a definitive conclusion.

Considering what has been explained above, the researcher attempted to investigate how the Phase E students learning motivation level is, how their English learning achievement level is, and also investigated the correlation between students learning motivation and their English learning achievement. Based on the phenomena described above, the researcher was interested in investigating the problems above into a research entitled "Students' Learning

Motivation and Their English Learning Achievement: A Correlational Study at SMAN 1 Ranah Pesisir".

B. Identification of the problem

In accordance with the background of the study above, it can be stated that most students achieved poor English learning achievement. This may be influenced by some factors in learning. One of the factors is learning motivation.

C. Limitation of the Problem

Based on the identification above, the researcher needs to limit the problems. In this case, the problems are limited to the Phase E students' learning motivation and their English learning achievement. As a result, this research only looks into Phase E students' learning motivation in relation to their English learning achievement at SMAN 1 Ranah Pesisir.

D. Formulation of the Problem

Based on the problem limited above, the researcher develops the following research questions:

1. How is the learning motivation level of Phase E students at SMA N 1 Ranah Pesisir?
2. How is the English learning achievement level of Phase E students at SMA N 1 Ranah Pesisir?
3. Is there any correlation between Phase E students' learning motivation and their English learning achievement at SMAN 1 Ranah Pesisir?

E. Purpose of the Research

Related to the formulations of the study above, the purpose of the study:

1. To know learning motivation level of Phase E students at SMA N 1 Ranah Pesisir.
2. To know English learning achievement level of Phase E students at SMA N 1 Ranah Pesisir.
3. To investigate the correlation between Phase E students' learning motivation and their English learning achievement at SMA N 1 Ranah Pesisir.

F. Significance of the Research

There are two significant aspects of the research: theoretical significance and practical significance.

1. Theoretical significance

   This research supports the existing theory and can help determine the relationship between students' learning motivation and their English learning achievement at SMAN 1 Ranah Pesisir.

2. Practical significance

   The researcher hopes the research's findings will benefit teachers, students, and other researchers.

   a. The Teachers

   The researchs should be useful for teachers who teach English and who understand the concept of motivation in learning English and students English learning achievement.

b. The Students

Hopefully, this research will inform students about the importance of motivation in learning and how it relates to their English learning achievement.

c. Other Researchers

This research's findings can be a reference for the next researcher to conduct a similar study.

G. Definition of the Key Term

1. Students Learning Motivation

   Students learning motivation is an instinct that will motivate them to pursue an action in learning for achieving goals.

2. English Learning Achievement

   English learning achievement refers to the amount of knowledge acquired by students throughout their English learning process, following a certain teaching and learning procedure over a particular period of time.