

**THE CORRELATION BETWEEN STUDENT'S MOTIVATION IN
CHOOSING ENGLISH EDUCATION STUDY PROGRAM AT
UNIVERSITAS NEGERI PADANG AND STUDENT'S LEARNING
ACHIEVEMENT IN MICROTEACHING CLASS**

THESIS

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



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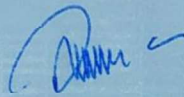
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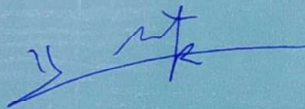


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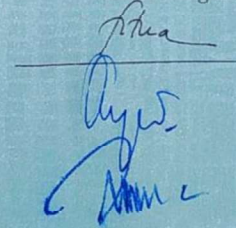
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Abstract

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Every person has their own motivation in choosing something, 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, then English education curriculum will have Microteaching class as a subject which trained the education based-students to feel how teaching situations look a like. Hence, this research aims to find out what motivation types which motivate the students the most to choose English education and how its correlation with students English learning achievement in Microteaching class. 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' result in Microteaching class were used in this study. Then, the method used in this research was correlational method. The findings of this study stated that the highest motivation types which motivated students to choose English Education was intrinsic. Yet, the correlation between student's motivation in choosing English Education and student's learning achievement in Micro teaching class was displayed in low level of corelation.

Key Words: Students' Motivation, Learning achievement, Microteaching.

Abstract

Yunis. Anita (2024), The Correlation Between Student's Motivation In Choosing English Education Study Program at Universitas Negeri Padang and Students' Learning Achievement in Micro Teaching Class. English Language and Literature Department, Faculty of Language and Art, Universitas Negeri Padang.

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Setiap manusia pastilah memiliki motivasi dalam memilih sesuatu, begitu juga dengan siswa-siswi yang baru lulus sekolah menengah atas. Para murid tersebut mungkin akan memilih Pendidikan Bahasa Inggris sebagai program studi mereka di universitas. Pemilihan program studi di tingkat lanjut dapat dipengaruhi oleh berbagai macam tipe motivasi yang mereka miliki. Ada lima tipe motivasi yang dibahas di penelitian ini, yaitu adalah intrinsik, ekstrinsik, instrumental, integratif, dan altruistik. Selain itu, karena program studi Pendidikan Bahasa Inggris berhubungan dengan program studi pendidikan, maka akan terdapat mata kuliah Mikro-teaching sebagai mata kuliah yang akan melatih para mahasiswa pendidikan untuk merasakan seperti apa dunia mengajar itu di dalam kurikulum Pendidikan Bahasa Inggris. Oleh karena itu, penelitian ini bertujuan untuk menemukan tipe motivasi seperti apakah yang memotivasi para mahasiswa tersebut dalam memilih program studi Pendidikan Bahasa Inggris, dan sekaligus untuk menemukan korelasinya terhadap nilai akhir mereka dalam mata kuliah Mikro-teaching. Ada 31 partisipan program studi Pendidikan Bahasa Inggris angkatan 2020 yang akan berpartisipasi dalam penelitian ini. Untuk mengumpulkan keseluruhan data, dokumen yang digunakan adalah sebuah kuisisioner yang berisi 25 pernyataan dan dokumen nilai akhir partisipan di kelas Mikro-teaching. Selanjutnya, metode yang akan digunakan dalam penelitian ini adalah metode korelasi. Hasil akhir dari penelitian ini menunjukkan bahwa motivasi intrinsik yang menjadi motivasi terkuat partisipan dalam memilih program studi Pendidikan Bahasa Inggris. Namun, korelasi dari motivasi partisipan dalam memilih program studi Pendidikan Bahasa Inggris dengan nilai akhir yang didapatkan dari kelas Mikro-teaching adalah lemah.

Key Words: Students' Motivation, Learning achievement, Microteaching.

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Padang, 28 February 2024

The Reseacher

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CHAPTER 1

INTRODUCTION

A. Background of the Problem

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 (Csikszentmihalyi, 2020).

According to Rahman (2014), motivation is regarded as a crucial element in the success of any activity. Meanwhile, Woolfhook (2007) defined motivation as an internal condition that guides and retains someone's attitude. Motivation plays an essential role for everybody in learning 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, motivation can come from many sources. Then it what divides motivation to some types, they are intrinsic motivation (Harmer, 2021), extrinsic motivation (Legault, 2020), instrumental motivation (Dornyei and Ushioda,

2021), integrative motivation (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 called 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 can not teach, neither can 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 students' motivation and students' 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 that there is indeed a correlation between student's motivation and their learning achievement, but some result said the contrary.

B. Identification of the Problems

There is always a reason behind why people decide to choose a certain thing than another. Furthermore, in order to achieve something, no matter what thing they want to be better off, they have different technique to explore it. However, choosing career as a teacher might be influenced by some reasons such as the thoughts about how the teachers will hardly experience the same things twice because teaching offers uncountable variety that will cherish people's life. Moreover, working in education field will make you have certain amount of holiday much more than any other fields because the worker would follow the school education calendar. Mostly people choose to be a teacher because they like children and love teaching. Yet, there must be other reasons behind the final decision of why some people choose to be a teacher as their career in the future, whether it comes from the individual itself or it is influenced by something else, and that is what makes the researcher curious.

Additionally, the researcher also wants to know about how students' type motivation correlates to their performance in Micro Teaching class which can be seen by their output learning result.

C. Limitation of the Research

Based on the background and identification of the problem above, the problem in this study was limited only to students' motivation, English education, and student's learning achievement. Furthermore, the researcher goes to correlate students' motivation in choosing English education in Universitas Negeri Padang with students' learning achievement in Micro Teaching class as the chosen topics in this study, to see the relationship between all the variables.

D. Formulation of the Problems

Based on the limitation of the problems above, the researcher formulated the problem into to correlate students' motivation in choosing English study program in Universitas Negeri Padang with students' learning achievement in Micro Teaching class.

E. Research Question

The problem can be clarified into the research questions below.

1. What type of motivation that motivates students the most to choose English education study program in Universitas Negeri Padang?
2. How does the type of motivation (based on the question number 1) correlate to the students' performance in Micro Teaching class?

F. Purpose of the Research

This research purposes were to correlate students' motivation in choosing English Study Program in Universitas Negeri Padang with students' learning achievement in Micro Teaching class.

G. Significance of the Research

Theoretically, the result of this study could be the evidence to get a new perspective from prior research about the correlation between students' motivation

in choosing English study program and students' learning achievement, especially in Micro Teaching class. Practically, the result of this study was expected to be useful firstly, for the students, as they can engage the understanding of what kind of motivation that motivates them to choose English education, and how their motivation correlate with their English learning achievement. Secondly, may this study will not close the learning's desire of the reseacher, for she is afraid that this study can content her up, and satisfied her. Lastly, may this study is useful for everyone who are interested with the related topic, as they can make some improvement and can find another way to find out the correlation between students' motivation and English learning achievement, especially in Micro Teaching class.

H. Definition of the Key term

- A. Motivation is an essential thing in learning something, because it can control human behavior by energizing it and giving it guidance.
- B. Students learning achievement is an output of students' learning in a class, which in this case, is Micro Teaching class.
- C. Micro Teaching class is a course which gives students who are taking education study program a chance to feel what it is like to be a teacher in a class before comes to the real teaching situation.