

**The Correlation between Students' Motivation in Learning
at Two Universities and Their Academic Achievement**
(A Case Study at Department of English Language Education, UIN Ar-Raniry)

THESIS

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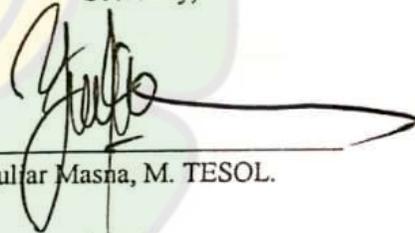
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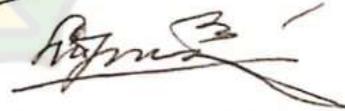
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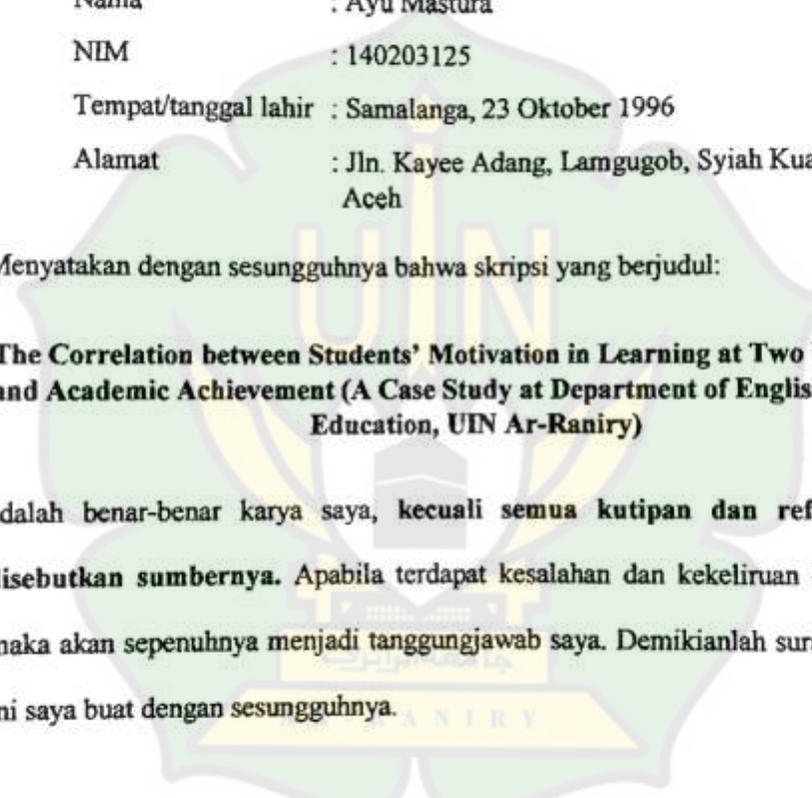
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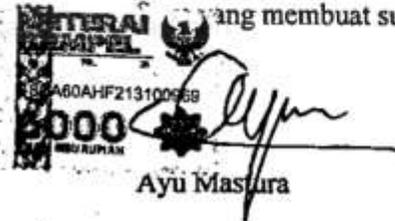
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Ayu Mastura

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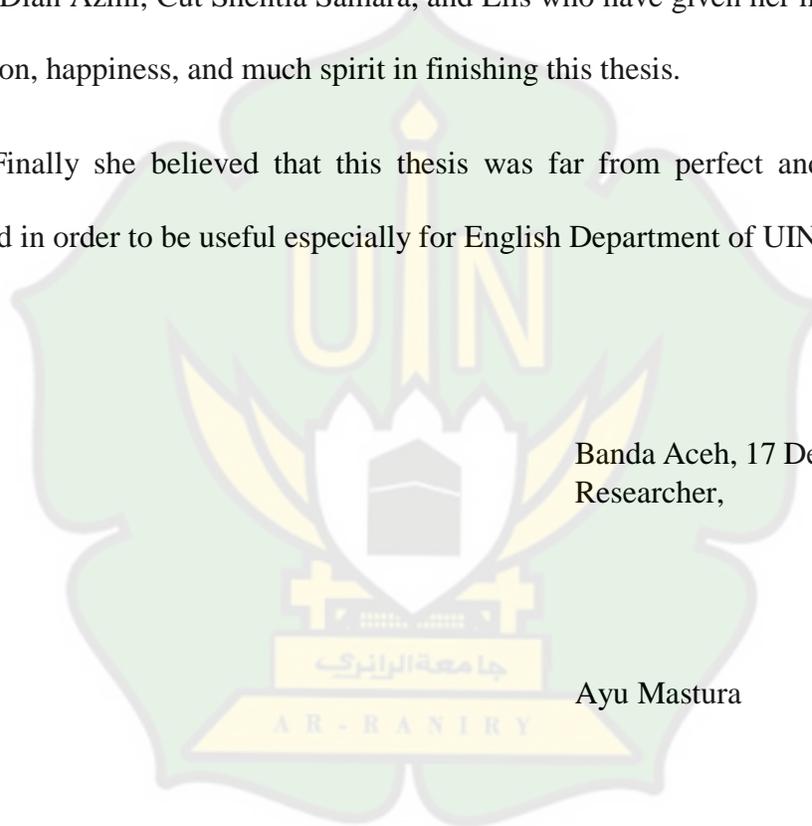
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ABSTRACT

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Learning can be defined as the process of gaining knowledge, mastering skills and character, as well as forming attitudes and beliefs in students. The biggest factor that makes a student learn is the motivation that grows in self. In this case, this research focuses on the correlation between students' motivation in learning at two universities and their academic achievement. The purpose of this study was to know whether or not there is a relationship between students' motivation in learning at two universities and their academic achievement. The population taken in this research is all of the ninth and eleventh semester students of English Department who are studying at two universities at the same time. The total population is 26 students, so that the researcher took the entire population as a sample in this study. To obtain the data, the researcher used questionnaire and documentation. The questionnaire was aimed in finding out the students' motivation, both intrinsic and extrinsic motivations. Then, documentation was used to collect information about students' academic achievement in learning English. Based on the questionnaire, the intrinsic motivation is higher than extrinsic motivation. Furthermore, the data documentation showed that most of students have very good achievement regarding to their GPA. After analyzing both variables X (students' motivation) and Y (students' achievement) by Pearson Product Moment formula, it is found that $r = 0.680$. It indicates that both variables has high and positive correlation. Based on product moment correlation, the correlation significant at 0.01 level (sig. 2-tailed). So, it can be concluded that there is a significant relationship between students' motivation and their achievement at English education department of UIN Ar-Raniry.

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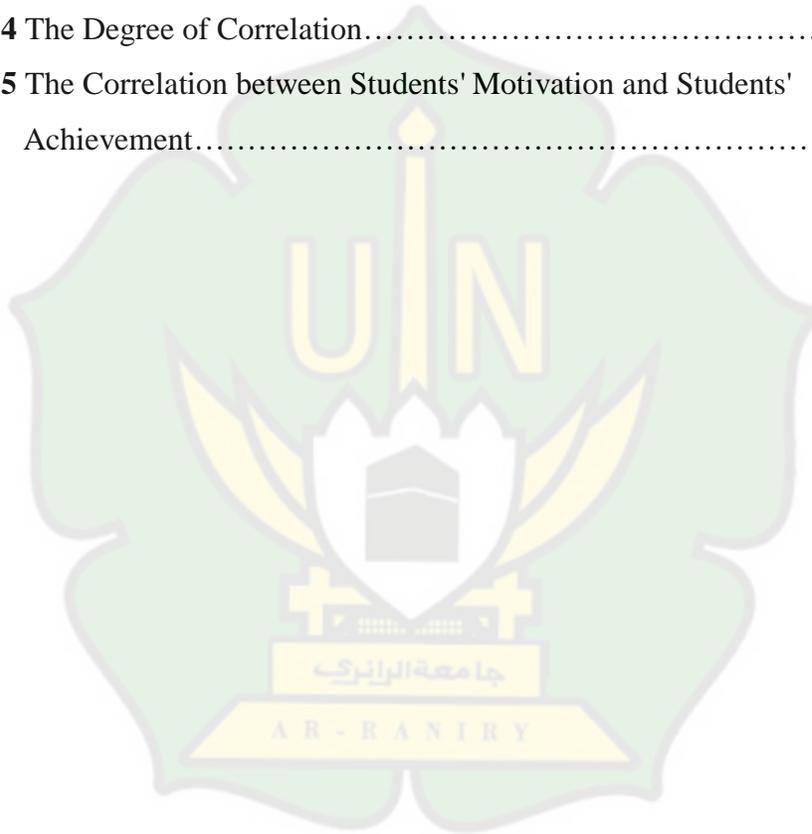
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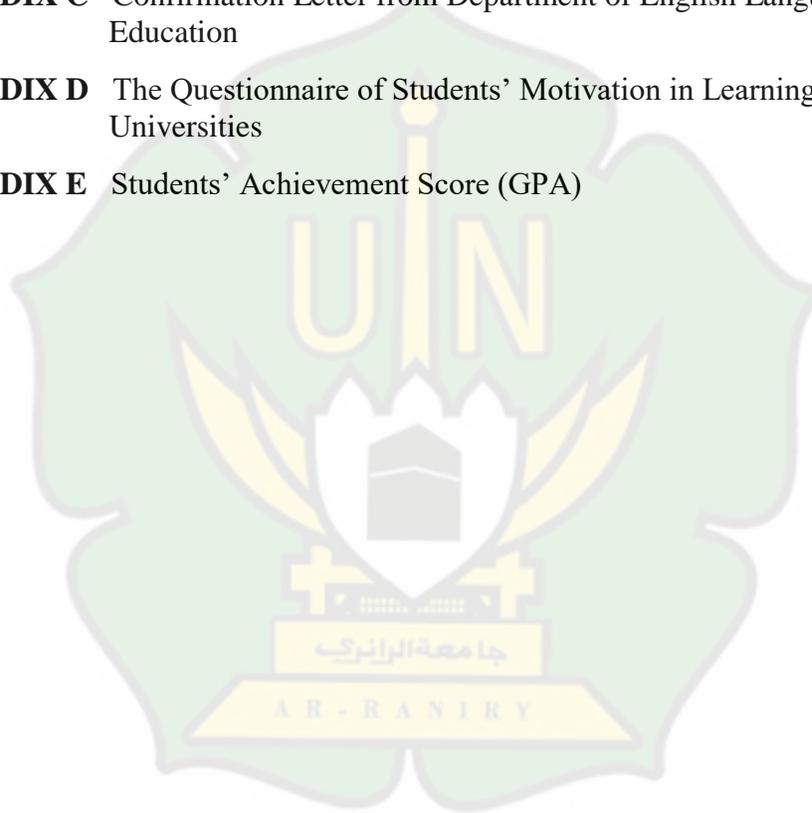
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CHAPTER I

INTRODUCTION

A. Background of Study

Education is one of the most important things for humans in life, especially in the current era of globalization. The development of science that is increasingly rapid at this time requires people to get a higher education in order to develop their skills. University is one place for further education and a place to develop individuals' competency. Each individual can choose and determine their own field according to their expertise and skills. So, by focusing on one particular field can increase the concentration of individuals in mastering their fields.

Individual self-development requires various skills, one of them is language. Since English has become an international language, learning English has become a demand for every student in this globalization era. Moreover, English as a second language in Indonesia has been taught to the students from elementary school up to university. Studying English is very important for them because many great books are written in English. Their good mastery of English, therefore, will make them easier to comprehend the books (Zulfa, 2010). In addition, English has an important role in every learning. As seen in today's life that English is needed in every field of learning, such as in the field of education, medical, communication, economics and even in the field of law. Therefore, there are many students who want to learn and improve their English studying in various English language course and even many of them decide to study at English department even though they have also studied in another major at

different university. In other words, many students are studying in two universities by taking an English major as one of their study field. This shows that the important of mastering English can be one of motivations for students to study in two universities at the same time. Riswanto & Aryani (2017, p. 46) maintain that the motivation can be built and developed in the students interest and learning environments which also has a close relationship in maximizing students' achievement.

Previous study conducted by Sukor, ayub, Norhasnida, & Khaizura (2017) with the title *Influence of Students' Motivation on Academic Performance among Non-Food Science Students Taking Food Science Course* examined about the factors of students' motivation which influenced the academic performance. This study showed that there is positive significant relationship score was obtained between overall motivations with academic performance. Then, a research by Afzal, Ali, Khan, & Hamid (2014) entitled *A Study of University Students' Motivation and Its Relationship with Their Academic Performance* identified the influence of students' motivation on their academic performance. This research found that there was a reciprocal relationship between students' learning motivation and students' academic performance, meaning that students who are more motivated have better achievements and students with better performance will be more motivated. Another study by Amrai, Motlagh, Zalani & Parhon (2011) with the title *"The relationship between academic motivation and academic achievement students"* found that there is positive and significant correlation between Academic Motivation and Academic Achievement. Regarding the result, students' academic achievement requires coordination and interaction among different aspects of motivation.

According to Koca (2016, p. 5), one of the biggest factor that makes a student learn is the motivation that grows in him. It means that, motivation can be defined as a force that gives energy and encouragement, so that it can direct someone to achieve a certain goal. In order to achieve their goals, needs and instincts, people acquire the sufficient motivation. By such motivation people are stimulated to successfully complete an assignment, achieving a goal or a degree of qualification in their professionals. So that, a strong learning motivation in students can encourage students to be more enthusiastic in learning.

Students who are studying in two universities must have a strong motivation and encouragement in learning because they have to work harder in order to complete both of their studies on time. However, based on the facts in the field which is observed by the researcher, many students who study in two universities are unable to complete their education on time, especially students of English language education at Ar-Raniry University. Many of them have to take a long time in completing their studies because they have to focus on one of their studies. However, this condition does not affect students' learning achievement which are shown by their Grade Point Average (GPA). Based on this understanding this research will focus on the connection between the motivations of students in learning at two universities and their academic achievement.

B. Research Question

Based on the background above, the problem can be formulated as follows:

1. How is the motivation of English Department students in learning at two universities?
2. How is the academic achievement of English Department students?
3. Is there any correlation between students' motivation to study in two universities and their academic achievement?

C. The Aim of the Study

Based on the research question, the aims of this study can be defined as follows:

1. To identify the motivation of English Department students in learning at two universities.
2. To discover students' academic achievement who study in two universities.
3. To find out the correlation between students' motivation in learning at two universities and their academic achievement.

D. Significances of the Study

The results of this study are expected to give practical benefits for both students and other researchers. The result can be a feedback for the students to know more about their self-motivations especially in learning at two universities, so that it can be a consideration in determining their further education in accordance with their skills and expertise that can encourage and develop themselves. It also can be used for a reference by other researchers who want to conduct a similar research.

E. Terminology

1. Students' Motivation

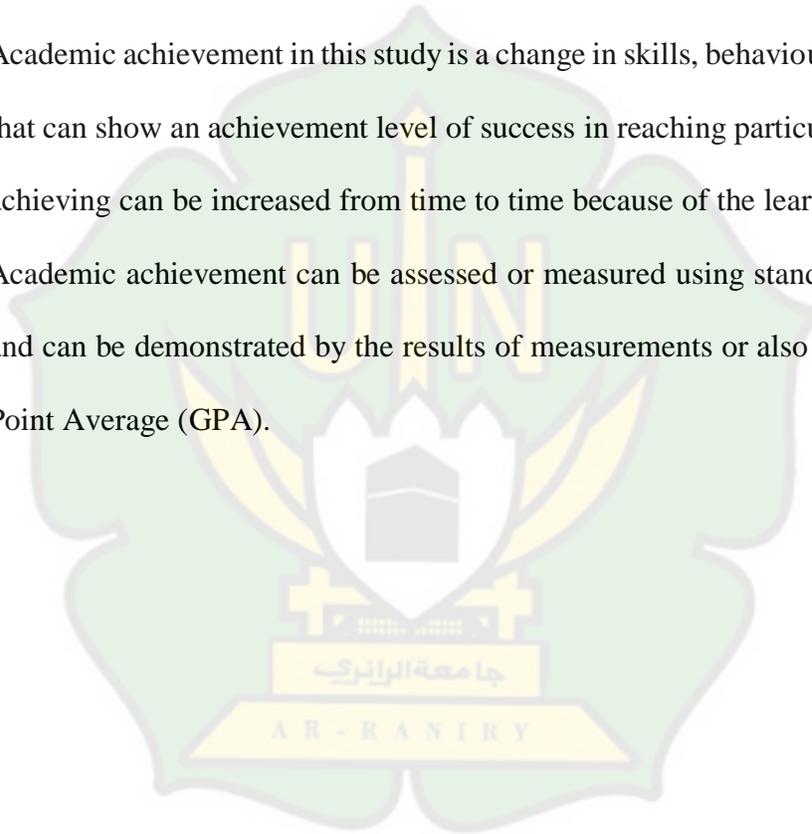
Motivation is a driving force which affects the choice of alternatives in the behaviour of people. It gives the reason for people's action, desires and needs. Based on Elliot's perception (2001, as cited in Paramitha, 2017), "motivation can be defined as one's direction to behaviour or what cause the person doing the behaviour" (p. 5). In the Oxford dictionary (2015), definition of motivation is the reason one has for acting or behaving in a particular way or the general desire or willingness of someone to do something. Motivation in this study is defined as the encouragement that arises both intrinsically and extrinsically in students to study in two universities at the same time.

2. Learning at Two Universities

According to Halonen (2003, as cited in Firmani, 2009), "Learning is relatively permanent change of behaviour that occurs through experience" (p. 11). Also Smith (1962, as cited in Firmani, 2009) stated, "Learning as the acquisition of new behaviour or the strengthening or weakening of old behaviour as the result of experience" (p. 10). Learning in this study can be defined as the process of gaining knowledge, mastering skills and character, as well as forming attitudes and beliefs in students. In this case, this research focuses on learning at two faculties; it refers to the students who are studying at English Language Education of Ar-Raniry University and another faculties at the same time.

3. *Academic Achievement*

The term academic achievement refers to the degree of success or level which is attained by student. According to Sangtam (2014, p. 41), academic achievement can be defined as the attain level at which the students is functioning in school task as means used by grade marks or grade earned. Academic achievement in this study is a change in skills, behaviour, or abilities that can show an achievement level of success in reaching particular goal; this achieving can be increased from time to time because of the learning process. Academic achievement can be assessed or measured using standardized tests and can be demonstrated by the results of measurements or also called Grade Point Average (GPA).



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CHAPTER II

LITERATURE REVIEW

A. The Understanding of Motivation

1. Definition of Motivation

Students' motivation is a very important issue in higher education, especially in determining students' academic achievement that can affect their performance in professional life. Motivation can be defined as a positive energy that can encourage and be a strong reason for someone in carrying out an activity to achieve a certain goal. Motivation can be a driving force, directing and strengthening one's desire to act. Furthermore, the students' level of motivation will affect the results that will be obtained from each action to achieve their certain goals.

The term motivation has various definitions. Li & Pan (2009, p. 123) proposed the definition of motivation as an inner state of need or desire that activates individuals to do something to satisfy them. In other words, motivation is the force that accounts for the arousal, selection, direction, and continuation of behavior. Harmer (2001, p. 51) also interpreted the definition of motivation as a state of a cognitive arousal which provokes a decision to act as the result of which there is sustained intellectual and/or physical efforts so that the person can achieve some previously set goals. In day-to-day language, motivation is why we do what we do. So, if motivation can be defined as a reason for what we do then motivation becomes the most important factor for a student in a learning process than any other factors, so that the goal of learning itself can be achieved, this is as confirmed by Stipek (1988, as cited in Koca, 2016).

According to Hidayati (2016, p.14), one important factor that influences one's level of success is motivation. Based on this statement, Tambunan & Siregar (2016) added that every individual needs motivation to drive their success in doing or learning everything in life. Motivated behavior, therefore, will lead to various actions in order to reach a goal.

The different definitions of students' motivation has been used by various researches. For instance, Afzal, Ali, Khan, & Hamid (2014, p. 81) viewed students' motivation as a force that lead students' attitude towards learning process. Riswanto & Aryani (2017) also emphasized that motivation is important in determining how many students will learn from a learning activity or how much to absorb the information presented to them. So that, Bomia, Beluzo, Demeester, Elander, Johnson, & Sheldon (1997, as cited in Afzal, Ali, Khan, & Hamid, 2014) have suggested that students' motivation as students' willingness, need, desire and obligation to participate in the learning process.

As stated literally, motivation is an enthusiasm or need for doing something. According to Woolfolk (2007, p. 372), motivation is usually defined as an internal state that arouses, directs, and maintains behavior. Shunk (2008, as cited in Paramitha, 2017) also stated that motivation is the process where the activities directed at the goal are maintained. It means that motivation can direct a person's behavior to achieve his/her goal. A person has a reason and enthusiasts to do something in his/ her life by motivation. Motivation can also be defined as a driving force behind all the actions of an individual. The influence of individual's need and desire both have a strong impact on the direction of their behavior. Motivation is based on the emotion and achievement

related goals. There are different forms of motivation, such as intrinsic and extrinsic motivation. Based on some of the above understanding, it can be concluded that motivation is seen as a mental impulse that moves and directs human behavior, including learning behavior.

2. The Type of Motivation

Motivation can be divided into two types: intrinsic motivation and extrinsic motivation. Below is further explanation related to both of these types of motivation.

a. Intrinsic Motivation

Mahadi & Jafari (2012, p. 232) stated that intrinsic motivation is the eagerness and interest to do and take part in some certain activities because an individual feels that they are attractive and pleasant. For example, a person studies English because she/ he likes or enjoys learning English. It means that intrinsic motivation comes from inside of the person. According to Paramitha (2017), a number of the researchers defined the intrinsic motivation as occurring when the activity satisfies basic human need for competence and control, which make the activity interesting and likely to be performed for its own sake rather than as a means to an end. Therefore, students who learn because of internal encouragement, in other words, intrinsically motivated generally can survive with any problems and obstacles that encountered during the process of achieving their goals, because of the desire to do so, as stated by Walker, Greene & Mansel (2006, as cited in Mahadi & Jafari, 2012, p. 232). In addition, intrinsic motivation can be defined as the desire to invest effort in the learning for its own sake. It means that

intrinsic motivation is desire which comes from within individual to make an effort to achieve the goal.

There are two main types of intrinsic motivation based on Brown (as cited in Fachraini, 2017, p. 50):

1) Integrative Motivation

Integrative motivation is the desire to learn language in order to communicate with people from other cultures who use that language. According to Mahadi & Jafari (2012, p. 232), "Integrative motivation means learning the language with the intention of participating in the culture of its people". So that, to strengthen this motivation, students wish to integrate themselves into the culture and learn hard to master the language. In addition, Gardner (1960, p. 18) also stated that integrative motivation has a great influence on language acquisition. The higher level of one's integrative motivation, the better mastery of foreign language. Students with integrative motivation show better language acquisition compared to those who have instrumental motivation. Students who are integrative motivated tend to show positive and conducive attitudes and behavior. They are usually more active in class, more enthusiastic, like to work hard, do not give up easily, and will not stop trying to master the foreign language.

2) Instrumental Motivation

Instrumental motivation is the desire to learn a language because it is useful for certain 'instrumental' purposes such as getting a job, reading a newspaper, or passing a test. Mahadi & Jafari (2012, p. 232) also stated that the motivation suggests and implies that the learner learns English in support of a purpose relating

to occupation or further useful motive. According to Hudson (2000, as cited in Long, Min & Chen, 2013, p. 138), instrumental motivation is generally characterized by the desire to obtain something practical or concrete from the study of a second language. They see a foreign language solely as a means to meet practical needs (for example to get good jobs), not as a means to get closer to the cultures of other nations. Therefore, they tend to learn only in moderation. After their needs are met, their interest or enthusiasm for learning will fade. Because they are not compelled to continue to improve themselves, then, their language acquisition becomes very limited.

b. Extrinsic Motivation

Vansteenkiste, Lens & Deci (2006, as cited in Mahadi & Jafari, 2012) stated that extrinsic motivation is the propensity to take part in activities because of the reasons which do not link to the activity. These reasons can be the anticipation of reward or punishment. For example, a student studied hard because his/her father would give him/her the new bicycle as the reward if he/she gets the best score in school. As stated by Alderman (2004, p. 247) that, "*Extrinsic motivation occurs when students engage in activities for external reason (outside of themselves) such as praise, grades, special privileges, and certificates of material rewards*". So that, an extrinsically motivated student performs in order to receive a reward, such as graduating or passing a test or avoiding a penalty like a failing grade. Furthermore, this type of motivation appears from outside such as teachers, parents or environment.

There are some ways that can be used to measure motivation according to Hanafiah (2010, p. 28): Firstly, performance test is the measurement to get information about loyalty, sincerity, targeting, awareness, duration and frequency of activist. Secondly, questionnaire is to know persistence and loyalty. Thirdly, free compose is to understand information about the vision and aspiration. Fourthly, achievement test is to get the information of the students' academic, and fifthly, scale is to understand information about attitude.

3. The Influence Factors of Motivation

Motivation in learning is a psychological factor that plays a role in increasing students' enthusiasm that make them interested in learning. Students' enthusiasm in learning can be influenced by various factors such as students' self, parents, and also students' environment (Paramitha, 2017). All of these roles are have their own influences to make motivation exist. Furthermore, the factors that influence motivation are explained in more detail as follows:

a. Students' Self

Khalakdina (2011) stated that motivation is individual's will to desire. Learning motivation grows from individual desires from childhood, such as the desire to play, the desire to be able to cycle, and also the desire in learning, etc. The success in achieving these desires, makes individuals to be more motivated in achieving their further goals. Firmani (2009, p. 9) said that if a person has a desire to learn automatically he or she will try to know it more. Students' will often be motivated to give their best in order to beat their

opponents. However, this desire requires the ability and skills, then, the learning abilities will strengthen the individual carrying out his duties.

b. Parents

Afzal, Ali, Khan, & Hamid (2014, p. 81) explained that parents are the main intermediaries who play an important role in development of students' motivation. Parents give great influence to their children. Parents are expected to motivate their children to achieve the good goals in learning. Their attitudes about their children's competence and their expectation on how much their children can achieve also has a strong influence on motivation (Knapper, 2017, p. 12). It means that parents have an important role to motivate their children. Parents should have to help their children to create their motivation.

c. Environment

Students' environment can be in the form of natural conditions, home environment, school environment, friends, and community/ social life. As members of the community, students can be influenced by the surrounding environment. According to Knapper (2017, p. 11), a student's home environment plays a significant role in how motivated them to excel in learning. She also clarified that students' motivation is strongly influenced by the environment, both good and bad influences such as natural disasters, slum dwellings, the threat of naughty friends who can interfere in learning, conversely, a comfortable place to live, good relationships, will strengthen students' learning motivation. According to Tabrani (2013, as cited in

Paramitha, 2017), environment is everything which exists around us, which has correlation and gives influence to ourselves.

d. Goals

Goals in academic settings are also a factor that influence in development of students' motivation (Afzal, Ali, Khan, & Hamid, 2014, p. 82). Motivation can encourage the students to achieve the goal. If the goal is useful for the students, they will attempt to achieve the goal and motivation is closely with one's desire to achieve goals. It could be better position in job; short term goal such as passing a test; etc.

4. Motivation to Learn

Learning is a matter that is related to life, means that life is a lesson and by learning people know how to live. Learning can be defined as an action that is intentionally done by an individual that allows changes in the ability of the individual, by learning, children who initially do not have the skills in doing something to be skilled and can achieve their goals. For example, reading the book, riding the motorcycle, using the computer, etc., they can be done after learning. As Gagne's view in (Dimiyati and Mudjiono, 2006, p. 10), learning is a complex activity that is able to create capabilities in individuals both in terms of skills, knowledge, attitudes and values.

Meanwhile in Islam, learning has close relationship with knowledge. People can know everything about knowledge by learning. In Islam, knowledge and its

acquisition got considerable importance. As the fact, Allah gave the first firman to Rasulullah Muhammad SAW. In the verses Al-Alaq: 1-5.

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿٩٦:١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٩٦:٢﴾ اقْرَأْ وَرَبُّكَ
الْأَكْرَمُ ﴿٩٦:٣﴾ الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٩٦:٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٩٦:٥﴾

(96:1) Recite in the name of your Lord Who created, (96:2) Created man from a clot of congealed blood, (96:3) Recite: and your Lord is Most Generous, (96:4) who taught by the pen, (96:5) taught man what he did not know.

According to Klein (1978, as cited in Firmani, 2009), learning is relatively permanent change the ability to exhibit a behavior, this change occurs as the result of successful or unsuccessful experience. It means that a change of learning is relatively stable: dependent on student ability and their successful in getting experience. An additional definition is stated by Ray Loree (1965, as cited in Firmani, 2009), "Learning as a relatively permanent change of behavior that occurs as a result of experience and practice, change in behavior may occur because of a change in the level of individual interest" (p. 11). The interest will become a motivation force, that is, as a strength to encourage somebody to learn.

Based on the discussion above, it is emphasized that the characteristic of learning is a change, which is a change that is seen in behavior in individuals. In addition, psychologists have also conducted various experiments on the learning process and successfully revealed and discovered a number of principles that are the basics in conducting the learning process. Dimiyati and Mudjiono (2009, p. 42-49)

explain one of these principles is attention and motivation. Attention and motivation are two important elements in learning activities. Students' attention can arise if what is taught is appropriate to the needs of students and is certainly needed and closely related to daily life, so students feel the need to learn more and can generate motivation to learn it. The motivation is closely related to interests. Students who have an interest in a particular field tend to attract their attention so that it can arouse their motivation. Motivation is also influenced by students' attitudes, just like the motives that can bring up and direct their activities. For example, getting a reward after doing an activity can cause a motive.

In the opinion of experts about the meaning of learning as described above, it can be concluded that learning is an activity or individual action that results in a change of ability both in terms of attitudes, knowledge and skills in the individual. The main source of learning activities is the individual himself (students) as a participant and the determinant of whether a learning occurs. Therefore, a student who has good ability he/she will have successful experience and better change in behavior. By contrast, a student who has bad ability he/she will have unsuccessful experience and worse change of behavior.

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B. The Understanding of Academic Achievement

1. Definition of Academic Achievement

Academic achievement is a term to indicate an achievement level of success about a goal. Sangtam (2014, p. 40) also stated that the term academic achievement can be defined as the degree of success or level of attainment by pupil in the scholastic

or the curricular subjects prescribed within the syllabus. In brief, academic achievement is the amount of knowledge derived from learning in the classroom or also referred to as learning outcomes based on the learning process that has been carried out optimally. The learning outcomes achieved by students after going through a learning activity can be a guide or platform for teachers to find out how far the learning success has been achieved. It can be a benchmark that is not only measured by numbers but can also be described qualitatively about how changes in behavior that occur in students after receiving experience.

Achievement of its self can be defined as a measure of the quality and or the quantity of the success that one has the mastery of knowledge, skills, or understandings. According to Morgan (1961, as cited in Sangtam, 2014, p. 40), achievement is defined as the accomplishment on a test of knowledge or skills also a personal motive. To see how far the students have learned in their studying, the teacher can see through their achievement. That means achievement is the proficiency that students have in their learning process. The achievement is also as an indicator that what students get in their learning and it commonly is design in the scores by test scores or teachers' marks. Furthermore, Winkel (1997) said that *"learning achievement is an evidence of the learning success or the students' ability in conducting learning activities in accordance with the scores achieved"*. Crandall (as cited in Sangtam, 2014, p. 40) also suggested that achievement may be viewed as behavior directed towards the attainment of approval for competence of performance.

According to Paramitha (2017, p. 19), an achievement test measured how much the material taught in a given course have been learned. Achievement test are used to

evaluate the effectiveness of instructional programs and to identify students with learning disabilities. It means that achievement test is the measurement tool which teachers give to their students in order to see the effectiveness of the learning process. This achievement is also as indicator that what students get in their learning.

Based on some of the above understanding, it can be concluded that learning achievement can be said as the end gained or level of success attained by an individual or group on the completion of a task. This means all those behavioral changes which take place in the individual as a result of learning experience. The result can be used as a benchmark for student success and can be measured in quantity or also can be described in quality. Students' achievement can be known after an evaluation is held. The results of the evaluation can show the high or low student achievement. Overall, academic achievement is all about what students actually get when they have finished a course of study.

2. Importance of Achievement

The process of education has to be continuously evaluated with regard to the level of students' intelligence, attainment, attitudes, aptitudes and interest, and also educational objectives that are determined by the needs of these learners, the demands of the society and the psychology of learning (Sangtam, 2014, p. 24). Therefore, all these can be assessed only through the academic achievement of the students, and this is very important in this process of education. The students' academic achievement is assessed in the educational progress through the process of education. The parental behavior also has much influence on the students' academic achievement.

The importance of academic achievement has raised an important question for educational researchers. Sangtam (2014, p. 43) stated that there are many factors affecting the academic achievement such as pupil socio-economic background, intelligence or students' ability, personality factors, and also students' motivation might be one of the important factors toward academic achievement. According to Clell & David (1953, as cited in Sangtam, 2014), in every individual there is the need for achievement. A person who has a high need for achievement considers problems and obstacles as challenges to be met. Moreover, the meaning of achievement for young learners is especially important now. The level of academic skills necessary for successful entry into today's job market, especially with college education, has risen to the point that a focus on achieving academic success is necessary for all students.

C. The Relationship between Motivation and Achievement

Motivation is one of the most important factors that can influence students' learning achievement. It gives a great impact for students in encouraging themselves to learn eagerly. Motivation is also a director to conduct activities to react to any learning activity or material. Some students will enjoy learning happily, some will learn a subject lazily, some will receive new topics with eagerness, and some students will deny following the learning activities. Besides, all students always try to get the best in everything they do and there are some students who just do what they want. All of the differences in the students' perception toward learning above are affected by motivation.

Some previous studies have shown that motivation can influence students' learning achievement. According to Riswanto & Aryani (2017, p. 45), the motivation to learn is good to have a beneficial relationship to students' achievement. Amrai, Motlagh, Zalani & Parhon (2011, p. 401) also stated that there was a relationship between the components of motivation and academic achievement. Biggs and Tefler (as cited in Dimiyati and Mudjiono, 2006) revealed that students can be lack of learning motivation and it will affect their learning activities, so then, the quality of learning achievement will be low. Therefore, the students' motivation needs to be continually strengthened, so that the learning achievements can be achieved optimally.

Soemanto (as cited in Hamdu & Agustina, 2011, p. 82) said that the introduction to learning achievement is important, because by knowing the results that have been achieved, students will try to improve their learning achievement. Thus, the improvement of learning achievement can be more optimal because these students feel motivated to improve the learning achievements that have been previously achieved. Therefore, based on the explanation above, it can be considered that motivation has very important role in learning process. It can affect students' performance and achievement in learning and it also gives contribution in students' success or failure in learning. In addition, the motivated students will get the higher achievement because they will learn and do activities with strong desire and eagerness.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

1. Design of the Study

In this research, the researcher conducted quantitative method. According to Cresswell (2009), quantitative method is a method that is used for measuring the data using statistical procedures. The researcher uses the correlational research analysis with the uses of quantitative approach. Hatch and Lazaraton (1991, as cited in Ananda, 2017, p. 24) stated that correlation study was used to determine the degree of relationship between two variables. In other words, it is applied to analyze whether or not there is a relationship between two variables. In this study, there are two variables; namely the students' motivation in learning at two universities as independent variable (X) and the students' achievement as dependent variable (Y). The purpose of this study is to find the answer of the problem which is observed through scientific procedures. Therefore, the correlational research is used to describe the significant correlation between the students' motivation in learning at two universities and their academic achievement of English Department students of Ar-Raniry Islamic University.

2. Object of Study

Waliman (2001, p. 152) explains population as “a collective term used to describe the total quantity of the type which are the subject of the study”. It means that the population can consist of objects, people or events, workers and

revolutions. The population taken in this research is all of the ninth and eleventh semester students of English Department who are studying at two universities at the same time. The total number of the students are about 26 students. According to Arikunto (2013), sample is almost of representative population who are researched. In determining the size of sample, Arikunto (2013) also explains that if the number of population is 100 respondents or less, it is better to take the whole population as the sample. Therefore, the researcher took 26 students to be the sample of this research.

B. Hypothesis

A hypothesis is a tentative explanation for certain behavior, phenomena or events that have occurred or will occur. The hypothesis for this research is as follows:

- a. H_a (Alternative Hypothesis) states that there is correlation between the students' motivation in learning at two universities and their academic achievement.
- b. H_o (Null Hypothesis) states that there is no correlation between the students' motivation in learning at two universities and their academic achievement.

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C. Data Collection Procedure

The instruments of the research that are used by the researcher are questionnaire and documentation to get the needed data.

1. Questionnaire

The questionnaire consists of ten questions which are divided into two parts; questions number 1-10 inform intrinsic motivation and questions number 11-20 tell extrinsic motivation. The questionnaire used in this research is close questionnaire. The researcher adopted the questionnaire from Dornyei, Z., & Csizer, K (2016) and will be modified by the researcher. In this part, the researcher asks the students to choose one option that they agree with. It means that the answers must reflect their personality or experience in their real life. The questions will be about students' attitude, motivation and intensity in learning at two university especially in English department. Each question consisted of four (4) options of the answer: A, B, C, and D, which indicated the degree of respondents. Based on the likert-scale, the score of each student would be marked as follows:

Table 3.1 The Likert Scale Rating

| Opinion | Score | |
|-------------------|-----------|-------------|
| | Favorable | Unfavorable |
| Strongly Agree | 5 | 1 |
| Agree | 4 | 2 |
| Disagree | 3 | 3 |
| Strongly Disagree | 2 | 4 |

2. Documentation

The researcher will use documentation technique to collect information about students' academic achievement in learning English by taking available data, namely the Grade Point Average (GPA) as the research subject. The learning

achievement assessment is the result of a formal learning process evaluation which is expressed in quantitative form (numbers) consisting of 0 to 4. The data was collected from the English Education Department as can be seen in the APENDIX II. The description of the level of the students can be seen in the following table:

Table 3.2 The Students' Achievement Description of Standard GPA

| No | Interval | Konversi | Score |
|----|-----------|-------------|-------|
| 1 | 86 – 100 | ≤ 4.00 | A |
| 2 | 72 – 85 | ≤ 3.33 | B |
| 3 | 60 – 71 | ≥ 2.33 | C |
| 4 | 50 – 69 | ≥ 1.33 | D |
| 5 | ≤ 49 | ≤ 1.00 | E |

Source taken from: UIN's Academic Handbook 2014/2015

Then, to analyze the data, the researcher calculated the score of students' motivation in learning at two universities which have been collected through questionnaire and the students' achievement based on their GPA. The data is used find out the relationship between students' motivation and their achievement.

D. Data Analysis Technique

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Data analysis that will be used to see the relationship between the students' motivation in learning at two universities and their academic achievement is by using product moment correlation from Karl Pearson. The calculation method is assisted by using the SPSS 16.0 for window program, then will be calculated manually to check the accuracy of the results obtained by using the formula bellow:

$$r_{xy} = \frac{N \cdot \sum XY - (\sum X)(\sum Y)}{\sqrt{((N \cdot \sum X^2) - (\sum X)^2)((N \cdot \sum Y^2) - (\sum Y)^2)}}$$

Where:

| | |
|------------|---|
| r^{xy} | = the coefficient correlation between two variable |
| $\sum x$ | = the total number of student's motivation in learning English score |
| $\sum y$ | = the total number of English achievement |
| $\sum x^2$ | = the total number of square of student's motivation in learning English score |
| $\sum y^2$ | = the total number of square of English achievement score |
| $\sum xy$ | = the total number of multiplication between two scores of student's motivation in learning English and their English achievement |
| N | = the number of respondents |

The hypothesis testing will be used in this study because the researcher should check whether there is or there is not positive correlation between the students' motivation in learning at two universities and their academic achievement. This hypothesis has one dependent variable and also one independent variable. According to Sugiyono (2009, as cited in Maula, 2015), if a hypothesis has one dependent variable and also one independent variable, product moment correlation can be used to check the hypothesis. So that, the researcher used product moment correlation to prove the following hypothesis:

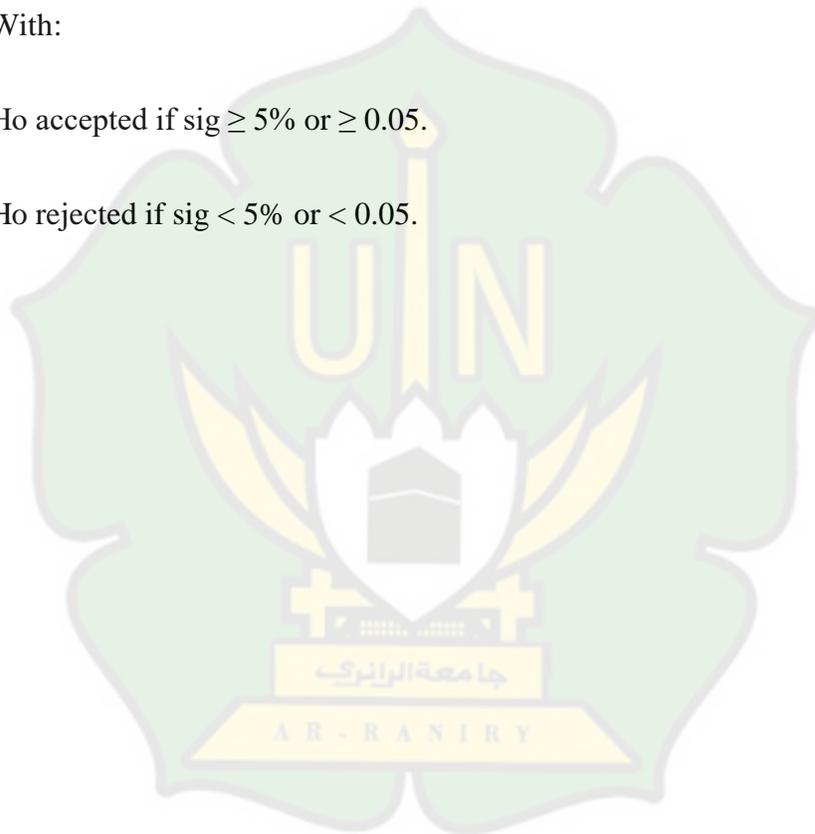
Ho: There is not a positive and significant correlation between the students' motivation in learning at two universities and their academic achievement

Ha: There is a positive and significant correlation between the students' motivation in learning at two universities and their academic achievement.

With:

Ho accepted if $\text{sig} \geq 5\%$ or ≥ 0.05 .

Ho rejected if $\text{sig} < 5\%$ or < 0.05 .



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CHAPTER IV

FINDING AND DISCUSSION

A. Research Findings

The data obtained from this research was the computation of students' motivation in learning at two universities and students' academic achievement. As mentioned in the previous chapter, the population of this study is the students of English Education Department who study at two universities. The total population is 26 students, so that the researcher took the entire population as a sample in this study. This chapter describes both of the findings and the discussion of this research. The findings present the description of the data collected through the questionnaire and documentation. The further explanation and interpretation were given in the discussion section.

a. Students' Motivation Score in learning at two Universities

The scores of students' motivation in learning at two universities is an independent variable (X). The data is collected by adapting the questionnaire from Dornyei, Z., & Csizer, K (2016) and have been modified by the researcher related to the students' motivation in learning at two universities. It consisted of 20 closed-ended questionnaire items which are divided into two parts; 10 questions of intrinsic motivation and 10 questions of extrinsic motivation, then, each question was rated using a 4-point rating scale as mention in table 3.1. In total, the result of both intrinsic and extrinsic motivation scores for each students can be seen as following:

Table 4.1 Students' Motivation Score of both Intrinsic and Extrinsic

| Participants | Intrinsic Motivation | Extrinsic Motivation | Total Score |
|--------------|----------------------|----------------------|-------------|
| A U | 43 | 45 | 88 |
| A S P | 41 | 36 | 77 |
| A M | 42 | 44 | 86 |
| C S S | 47 | 40 | 87 |
| D A | 42 | 46 | 88 |
| J R | 43 | 35 | 78 |
| L B H | 47 | 39 | 86 |
| L N | 47 | 38 | 85 |
| L Y | 39 | 37 | 76 |
| M Z | 40 | 36 | 76 |
| M A | 48 | 40 | 88 |
| N K | 46 | 43 | 89 |
| N M | 46 | 43 | 89 |
| N Z | 47 | 46 | 93 |
| P P | 45 | 37 | 82 |
| Q N | 45 | 41 | 86 |
| R N | 36 | 39 | 75 |
| R A | 47 | 38 | 85 |
| R M | 37 | 40 | 77 |
| R A S | 42 | 36 | 78 |
| S N | 44 | 41 | 85 |
| S B U | 43 | 33 | 76 |
| S I O | 45 | 44 | 89 |
| S R | 48 | 45 | 93 |
| S R Y | 43 | 39 | 82 |
| T W T | 36 | 35 | 71 |
| Total | 1129 | 1036 | 2165 |

Based on the table 4.1, the students' motivation score is ranging from 0 – 100 before converting to scale of 0 – 4.00. The data above shows that there are more students with higher motivation scores than the lower ones. This shows that students are highly motivated to study at two universities both intrinsically and extrinsically. In total, the highest student's motivation score is 93 and the lowest score is 71.

Furthermore, the score for each intrinsic or extrinsic question can be seen in the graph below.

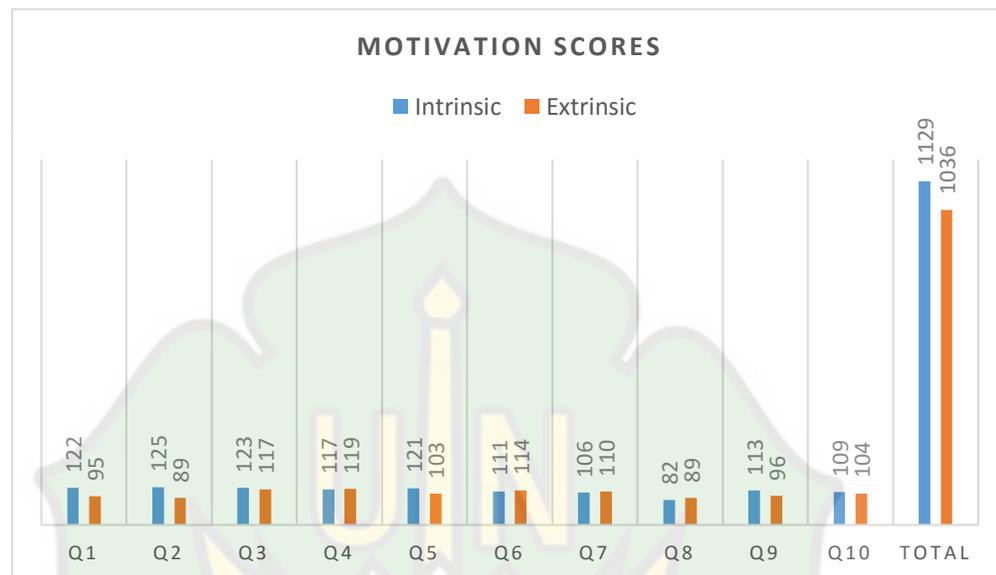


Figure 4.1 Motivations Score both Intrinsic and Extrinsic

According to the table above, intrinsic motivation scores are higher than extrinsic motivation although only a few points are different, but this shows that students are more intrinsically motivated in learning at two universities. The researcher calculated that the extrinsic motivation is 1036 and intrinsic motivation is 1129. It can be seen that intrinsic motivation more influence than extrinsic. In short, the raging of students' motivation can be shown as following:

Table 4.1 The Frequency of Students' Motivation score

| No. | Students' Motivation Score | Frequency | Percentage (%) |
|-----|----------------------------|-----------|----------------|
| 1 | 86 – 100 | 12 | 46.2% |
| 2 | 72 – 85 | 13 | 50.0% |
| 3 | 60 – 71 | 1 | 3.8% |

| | | | |
|-------|---------|---|------|
| 4 | 50 – 59 | 0 | 0% |
| 5 | 0 – 49 | 0 | 0% |
| Total | | | 100% |

Based on the table above, it showed the rate percentage of the students' motivation score from 26 students, there were 12 (46.2%) students had the highest motivation in learning at two universities in the scale of 86 – 100, then, there were 13 (50.0%) students with the scale of 72 – 85 and only 1 (3.8%) student who had low motivation score. It means that the students already had a strong motivation in learning at two universities. Furthermore, to calculate the correlations of the X and Y variables, the students' motivation score was converted to a scale of 0 - 4.00 in the same squad of GPA by using the same form.

Based on 2014/2015 UIN's academic handbook, the formula to get score of GPA as following statement: $GPA = \frac{Value \times 4}{100}$

b. Students' Achievement Score

The students' achievement is a dependent variable (Y). The researcher used their GPA scores as the documentation. The data about their score was collected from the academic of English Education Department. The students' achievement score (GPA) is ranging from 0 – 4.00 as shown in the previous description (table 3.2). The calculation of students' achievement is shown in appendix B. The range of students' achievement can be shown as following table:

Table 4.2 The Frequency of Students' Achievement (GPA)

| No. | Students' Achievement (GPA) | Frequency | Percentage (%) |
|-------|-----------------------------|-----------|----------------|
| 1 | 3.50 - 4.00 | 12 | 46.2% |
| 2 | 3.20 - 3.49 | 11 | 42.3% |
| 3 | 2.20 - 3.19 | 2 | 7.7% |
| 4 | 1.59 - 2.10 | 1 | 4% |
| 5 | 0 - 1.00 | 0 | 0% |
| Total | | | 100% |

According to the table above, there was five achievement level ranging from the lowest to the highest. The data showed that there were only 3 students who got the lowest achievement (1.59 – 3.19) and the rest were 23 students got the higher achievement. The percentage in the higher level was 88.5% and the lower was only 11.7%. It can be concluded that most of students have very good achievement regarding to their GPA.

c. The Relationship between Students' Motivation in Learning at Two Universities and Their Academic Achievement

The researcher calculated the score of students' motivation in learning at two universities (X) and students' achievement (Y) to see the correlation between the two variables. After the researcher got the total of students' motivation score and students' achievement score, then, both scores were correlated by using Pearson's Product Moment. The calculation scores both students' motivation (X) and students' achievement (Y) can be seen as following:

Table 4.3 The Students' Motivation Score and Students' Achievement Score

| No. | Name | Gender | X | Y | X^2 | Y^2 | XY |
|-----|--------------|--------|--------------|--------------|-----------------|----------------|---------------|
| 1 | A U | P | 3.52 | 3.61 | 12.3904 | 13.0321 | 12.7072 |
| 2 | A S P | P | 3.08 | 3.27 | 9.4864 | 10.6929 | 10.0716 |
| 3 | A M | P | 3.44 | 3.66 | 11.8336 | 13.3956 | 12.5904 |
| 4 | C S S | P | 3.48 | 3.57 | 12.1104 | 12.7449 | 12.4236 |
| 5 | D A | P | 3.52 | 3.74 | 12.3904 | 13.9876 | 13.1648 |
| 6 | J R | L | 3.12 | 3.35 | 9.7344 | 11.2225 | 10.452 |
| 7 | L B H | P | 3.44 | 3.69 | 11.8336 | 13.6161 | 12.6936 |
| 8 | L N | P | 3.40 | 3.69 | 11.56 | 13.6161 | 12.546 |
| 9 | L Y | P | 3.04 | 3.27 | 9.2416 | 10.6929 | 9.9408 |
| 10 | M Z | P | 3.04 | 3.19 | 9.2416 | 10.1761 | 9.6976 |
| 11 | M A | P | 3.52 | 3.59 | 12.3904 | 12.8881 | 12.6368 |
| 12 | N K | P | 3.56 | 3.64 | 12.6736 | 13.2496 | 12.9584 |
| 13 | N M | P | 3.56 | 3.39 | 12.6736 | 11.4921 | 12.0684 |
| 14 | N Z | P | 3.72 | 3.73 | 13.8384 | 13.9129 | 13.8756 |
| 15 | P P | P | 3.28 | 3.43 | 10.7584 | 11.7649 | 11.2504 |
| 16 | Q N | P | 3.44 | 3.64 | 11.8336 | 13.2496 | 12.5216 |
| 17 | R N | P | 3.00 | 3.06 | 9.00 | 9.3636 | 9.18 |
| 18 | R A | P | 3.40 | 3.56 | 11.56 | 12.6736 | 12.104 |
| 19 | R M | P | 3.08 | 3.28 | 9.4864 | 10.7584 | 10.1024 |
| 20 | R A S | P | 3.12 | 3.46 | 9.7344 | 11.9716 | 10.7952 |
| 21 | S N | P | 3.40 | 3.23 | 11.56 | 10.4329 | 10.982 |
| 22 | S B U | P | 3.04 | 3.47 | 9.2416 | 12.0409 | 10.5488 |
| 23 | S I O | P | 3.56 | 3.42 | 12.6736 | 11.6964 | 12.1752 |
| 24 | S R | P | 3.72 | 3.51 | 13.8384 | 12.3201 | 13.0572 |
| 25 | S R Y | P | 3.28 | 3.49 | 10.7584 | 12.1801 | 11.4472 |
| 26 | T W T | P | 2.84 | 1.88 | 8.0656 | 3.5344 | 5.3392 |
| | Total | | 86.60 | 88.82 | 289.9088 | 306.706 | 297.33 |

X = the score of students' motivation

Y = the score of students' achievement

X^2 = the score of students' motivation squared

Y^2 = the score of students' achievement squared

XY = the score of students' motivation times the score of students' achievement

The students' motivation in learning at two universities is an independent variable (X). From the table 4.3 showed that the highest students' motivation from twenty six students is 3.72 and the lowest score is 2.84. The total of students' motivation score is 86.60.

The students' achievement is a dependent variable (Y). The highest students' achievement from twenty six students is 3.74 and the lowest score is 1.88. The total of students' motivation score is 88.82.

After the researcher got the students' motivation score and students' academic achievement, then the researcher continued to count the relationship between both variable scores.

The researcher calculated the correlation coefficient (r) by applying formula:

$$r_{xy} = \frac{N \cdot \sum XY - (\sum X)(\sum Y)}{\sqrt{((N \cdot \sum X^2) - (\sum X)^2)((N \cdot \sum Y^2) - (\sum Y)^2)}}$$

Which n = frequency of participant

X = variable X (Students' Motivation)

Y = variable Y (Students' Achievement)

$$r_{xy} = \frac{N \cdot \sum XY - (\sum X)(\sum Y)}{\sqrt{((N \cdot \sum X^2) - (\sum X)^2)((N \cdot \sum Y^2) - (\sum Y)^2)}}$$

$$r_{xy} = \frac{(26)(297.33) - (86.60)(88.82)}{\sqrt{[(26)(289.9088) - (7499.56)][(26)(306.706) - (7888.9924)]}}$$

$$r_{xy} = \frac{7730.58 - 7691.812}{\sqrt{(7537.6288 - 7499.56)(7974.356 - 7888.9924)}}$$

$$r_{xy} = \frac{38.768}{\sqrt{(38.0688)(85.3636)}}$$

$$r_{xy} = \frac{38.768}{\sqrt{3249.689816}}$$

$$r_{xy} = \frac{38.768}{57.00605069}$$

$$r_{xy} = \mathbf{0.68006816}$$

From the calculation above, the correlation coefficient score (r) is 0.680. In order to know the extent of the correlation of both variable, the researcher referred to table of the standard of correlation coefficient proposed by Jain and Agarwal (2008, p. 8).

Table 4.4 The Degree of Correlation

| r values | interpretation |
|-------------|-----------------------|
| 0 | No correlation |
| 0.01 - 0.20 | Very low correlation |
| 0.21 - 0.40 | Low correlation |
| 0.41 - 0.60 | Moderate correlation |
| 0.61 - 0.80 | High correlation |
| 0.81 - 0.99 | Very high correlation |
| 1 | Perfect correlation |

Based on the table above, it can be seen that the correlation index $r_{xy} = 0.680$ is in the interval of 0.61 – 0.80. It means that the relationship between students' motivation in learning at two universities and their achievement score is high correlation. The researcher also used the SPSS program to check if the result of manual computation is correct. In fact, the result from SPSS program shows that $r = 0.680$. It means that the result was coherence. It can be seen on the table below:

Table 4.5 The Correlation between Students' Motivation and Students' Achievement

| | | Motivation | Achievement |
|-------------|---------------------|------------|-------------|
| Motivation | Pearson Correlation | 1 | .680** |
| | Sig. (2-tailed) | | .000 |
| | N | 26 | 26 |
| Achievement | Pearson Correlation | .680** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 26 | 26 |

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

Table 4.5 shows that from the product moment correlation, the significant index (2-tailed) is 0.000 which means that H_0 is rejected or H_a is accepted. In the other words, there is a significant relationship between students' motivation in learning at two universities and their academic achievement score.

In the final analysis, the researcher concluded some points in examining the hypothesis. First, there is a significant correlation between students' motivation in learning at two universities and their academic achievement. Second, the correlation is 0.680 (High correlation). It indicates that the students who are motivated in learning at two universities will commonly achieve good achievement in learning.

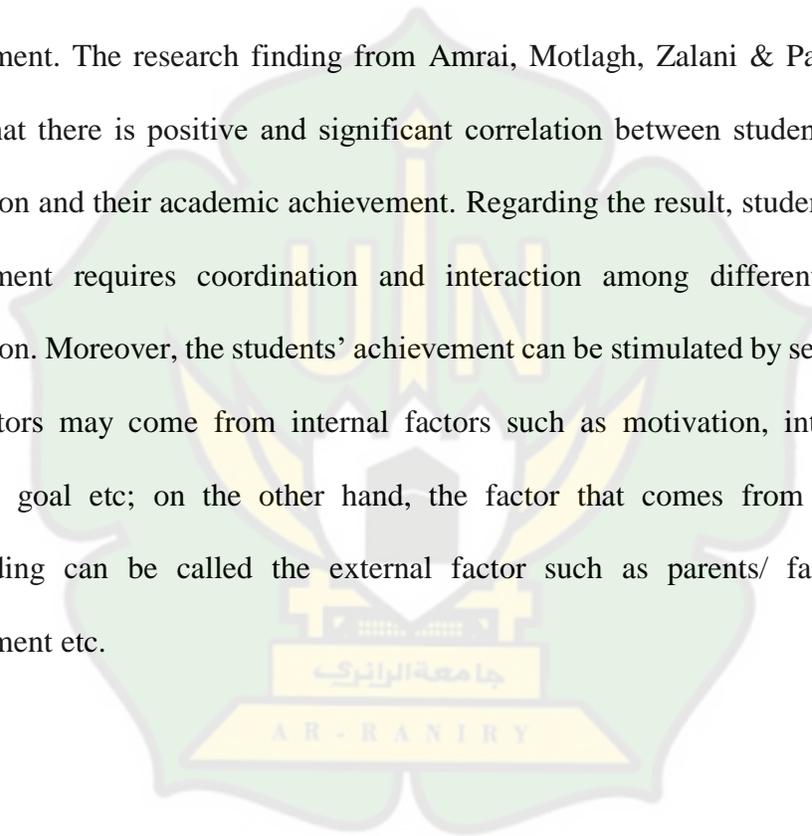
B. Discussion

As mentioned earlier, the aim of this study is to know whether or not there is a relationship between students' motivation in learning at two universities and their achievement. For this reason, there are three main idea that will be discussed in this section. *Firstly*, the students' motivation of English Department in learning at two universities. The data collected shows that students have a strong motivation in learning at two universities. After the researcher analysed the data from the questionnaire that consisted of extrinsic and intrinsic motivation, the researcher got that the intrinsic motivation is higher than extrinsic motivation. The researcher calculated the extrinsic motivation is 1036 and intrinsic motivation is 1129. It can be seen that intrinsic motivation more influence students' achievement.

Secondly, the achievement of English Department students who study at two universities. Based on the data documentation, the percentage in the higher level of students' achievement was 88.5% which means there were 23 students had a good achievement and only 3 students with the lower level (11.7%). It can be concluded that most of students have very good achievement regarding to their GPA.

Thirdly, from the computation and analysis of the data, there is a significant relationship between students' motivation and their achievement score. As seen in the table 4.5 the coefficient relation is 0.680 which is high correlation. Based on product moment correlation, the correlation significant at 0.01 level (sig. 2-tailed). So, it can be concluded that there is a significant relationship between students' motivation and their achievement at English education department of UIN Ar-Raniry.

The findings of this study shows significant result with previous study. To illustrate, Paramitha (2017) found that, there is a strong relationship between students' motivation and students' achievement in her research on learning English language. Riswanto (2017) in his research on *Learning Motivation and Students' Achievement*, also indicated that the motivation to learn have a beneficial relationship to student achievement. The research finding from Amrai, Motlagh, Zalani & Parhon (2011), found that there is positive and significant correlation between students' academic motivation and their academic achievement. Regarding the result, students' academic achievement requires coordination and interaction among different aspects of motivation. Moreover, the students' achievement can be stimulated by several factors. The factors may come from internal factors such as motivation, interest, talent, personal goal etc; on the other hand, the factor that comes from the students surrounding can be called the external factor such as parents/ family, friend, environment etc.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data and discussing the findings in the previous chapter, the researcher would like to draw conclusions as follow:

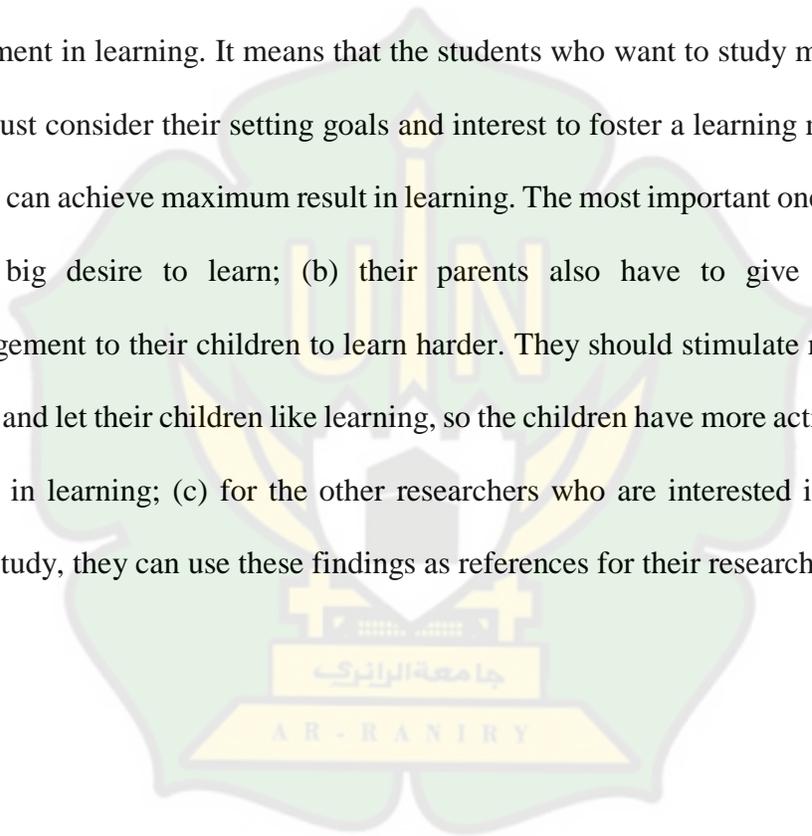
First, the students of English Language Education of Ar-raniry Islamic University had a strong motivation in learning at two universities. Based on the data collected, the intrinsic motivation score is higher than extrinsic motivation score, it means that intrinsic motivation more influence than extrinsic motivation.

Second, most of English Department students had very good achievement in learning regarding to their GPA. It can be seen from the data documentation, the percentage in the higher level of students' achievement was 88.5% which means there were 23 students had a good achievement and only 3 students with the lower level (11.7%).

Third, based on the description of the data which is described in the previous chapter, there is a significant relationship between students' motivation in learning at two universities and their academic achievement. After analyzing both variables by Pearson Product Moment formula, it is found that $r = 0.680$. It indicates the gravity of correlation in this study is in the high correlation level. The result also shows that H_0 is rejected or H_a is accepted which indicates that there is a significant correlation between students' motivation and students' academic achievement.

B. Suggestion

Based on the conclusion above, there is a positive correlation between students' motivation in learning at two universities and their academic achievement. Even though the result is good enough, the researcher would like to offer several suggestions: (a) the students must improve their motivation to learn to increase their achievement in learning. It means that the students who want to study more than one major must consider their setting goals and interest to foster a learning motivation so that they can achieve maximum result in learning. The most important one is they must have a big desire to learn; (b) their parents also have to give the positive encouragement to their children to learn harder. They should stimulate motivation in learning and let their children like learning, so the children have more active and better progress in learning; (c) for the other researchers who are interested in conducting similar study, they can use these findings as references for their research.



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APPENDIX A

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Nomor : B-11232/UN.08/FTK/KP.07.6/07/2019

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : u. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 2 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 28 Juni 2019
- Menetapkan :
PERTAMA :
 Menunjuk Saudara:
 1. Syarifah Dahlia, M. Ag., M. Ed., Ph. D Sebagai Pembimbing Pertama
 2. Azizah, M. Pd Sebagai Pembimbing Kedua
 Untuk membimbing Skripsi :
 Nama : Ayu Mastura
 NIM : 140203125
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : The Correlation between Students' Motivation in Learning at Two Universities and Academic Achievement
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut di atas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025.04.2.423925/2019 tanggal 5 Desember 2018.
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2019/2020
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh

Pada Tanggal: 31 Juli 2019

An. Rektor
 Dekan,
 Muslim Razali



Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PDI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;

APPENDIX B



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBİYAH DAN KEGURUAN**

Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp: (0651) 7551423 - Fax. (0651) 7553020 Situs : ftk.uin.ar-raniry.ac.id

Nomor : B-16418/Un.08/FTK.1/TL.00/11/2019

13 November 2019

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -

Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Ayu Mastura
N I M : 140 203 125
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : XI
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t : Jl.Kaye Adang Lamgugob, Syiah Kuala.

Untuk mengumpulkan data pada:

Universitas Islam Negeri Ar-Raniry.

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The Correlation between Students' Motivation in Learning at Two Universities and Academic Achievement.

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

Logo UIN Ar Raniry Banda Aceh



APPENDIX C



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email pbi.ftk@ar-raniry.ac.id Website <http://ar-raniry.ac.id>

SURAT KETERANGAN

Nomor: B-569/Un.08/PBI/TL.00/12/2019

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-16418/Un.08/FTK.I/TL.00/11/2019 tertanggal 13 November 2019, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Ayu Mastura
NIM : 140 203 125
Prodi/Fakultas : Pendidikan Bahasa Inggris/FTKeguruan UIN Ar-Raniry

Benar telah melakukan penelitian dan mengumpulkan data pada Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

The Correlation between Students' Motivation in Learning at Two Universities and Academic Achievement.

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Logo UIN Ar Raniry Banda Aceh

Banda Aceh, 16 Desember 2019

Ketua Prodi Pendidikan Bahasa Inggris,

T. Zulfikar

APPENDIX D

The Questionnaire of Student's Motivation in Learning at Two Universities

In this part, we would like you to tell us how much you agree or disagree with the following statements by simply circling a number from 1 to 6. Please do not leave out any items.

| | | | |
|-------------------|----------|-------|----------------|
| Strongly Disagree | Disagree | Agree | Strongly Agree |
| 1 | 2 | 3 | 4 |

(Example) If you slightly disagree with the following statement, write this:

I like skiing very much.

1 2 **3** 4

I am Studying at English major while studying at another major at the same time because . . .

| No | Intrinsic Motivation | |
|----|---|---------|
| 1. | I find learning at two universities is really interesting. | 1 2 3 4 |
| 2. | I think learning at two universities will allow me to be more knowledgeable person. | 1 2 3 4 |
| 3. | I really enjoy in learning at two universities and I just want to do it. | 1 2 3 4 |
| 4. | I would like to spend lots of time studying any field of knowledge. | 1 2 3 4 |
| 5. | I really like the two field of my study. | 1 2 3 4 |
| 6. | I think time passes faster while studying at two universities. | 1 2 3 4 |
| 7. | Studying at two universities allows me to participate freely in activities more than one field. | 1 2 3 4 |

| | | | | | |
|------------|---|---|---|---|---|
| 8. | I have had desire to learn two different majors since I was in senior high school. | 1 | 2 | 3 | 4 |
| 9. | Learning two different majors is important to me because I would like to pursue my future career in abroad. | 1 | 2 | 3 | 4 |
| 10 | I think I need to learn in two universities in getting more knowledge because I remember things I have heard in class better than things I've read. | 1 | 2 | 3 | 4 |
| No. | Extrinsic Motivation | | | | |
| 11. | I can feel a lot of pressure from my parents when I'm learning at two universities. | 1 | 2 | 3 | 4 |
| 12. | My parents/ family believe that I must study at two universities to be an educated person. | 1 | 2 | 3 | 4 |
| 13. | Studying at two universities can be important to me because I think I'll need it for further studies. | 1 | 2 | 3 | 4 |
| 14. | Getting double degree or bachelorship may be needed later for job. | 1 | 2 | 3 | 4 |
| 15. | I have to study at two universities, because I think my parents will be pleased with me. | 1 | 2 | 3 | 4 |
| 16. | Studying at two universities is important to me in order to achieve a personally important goal (e.g., to get double degree). | 1 | 2 | 3 | 4 |
| 17. | I consider to study at two universities when thinking about the difficulty of getting job in this era. | 1 | 2 | 3 | 4 |
| 18. | My dreams of how I want to study at two universities are the same as those of my parents'. | 1 | 2 | 3 | 4 |
| 19. | I consider learning at two universities important because the people I respect think that I should do it. | 1 | 2 | 3 | 4 |
| 20. | Studying at two universities is important to me because other people will respect me more if I can be a more knowledgeable person. | 1 | 2 | 3 | 4 |

By submitting this questionnaire I agree that my answers, which I have given voluntarily, can be used anonymously for research purposes.

Motivation Questionnaire is modified from Dornyei, Z., & Csizer, K., 2016.

APPENDIX E**The Students' Achievement**

| No | Name | GPA |
|-----------|-------------|------------|
| 1 | AU | 3.61 |
| 2 | ASP | 3.27 |
| 3 | AM | 3.66 |
| 4 | CSS | 3.57 |
| 5 | DA | 3.74 |
| 6 | JR | 3.35 |
| 7 | LBH | 3.69 |
| 8 | LN | 3.69 |
| 9 | LY | 3.27 |
| 10 | MZ | 3.19 |
| 12 | MA | 3.59 |
| 12 | NK | 3.64 |
| 13 | NM | 3.39 |
| 14 | NZ | 3.73 |
| 15 | PP | 3.43 |
| 16 | QN | 3.64 |
| 17 | RN | 3.06 |
| 18 | RM | 3.28 |
| 19 | RAS | 3.46 |
| 20 | SN | 3.23 |
| 21 | SIO | 3.42 |
| 22 | SR | 3.51 |
| 23 | SR | 3.49 |

| | | |
|----|-----|------|
| 24 | TWT | 1.88 |
| 25 | RA | 3.56 |
| 26 | SBD | 3.47 |



Logo UIN Ar Raniry Banda Aceh

AUTOBIOGRAPHY

Name : Ayu Mastura
 Place/ Date of Birth : Samalanga/ 23 Oktober 1996
 Gender : Female
 Religion : Islam
 Nationality : Indonesia
 Status : Single
 Address : Jalan Kayee Adang, Lr. Meurah I, Lamgugob, Banda
 Aceh

Email : ayumastura23@gmail.com

Parents

Name of Father : Abdullah
 Occupation : PNS
 Name of Mother : Murni
 Occupation : PNS
 Address : Desa Matang Wakeuh, Kec. Samalanga, Kab Bireuen

Education

Kindergarten : TK Samalanga (2001 – 2002)
 Elementary : MIN 1 Samalanga (2002 - 2008)
 Junior High School : MTsS Jeumala Amal (2008 – 2011)
 Senior High School : MAS Jeumala Amal (2011 - 2014)
 University : FKIP Unsyiah, Math Education (2014 – 2018)
 UIN Ar-Raniry, English Language Education (2014-2019)

Logo UIN Ar Raniry Banda Aceh

Banda Aceh, Dec 17th, 2019

Ayu Mastura