

**THE RELATIONSHIP BETWEEN STUDENTS' MOTIVATION AND THEIR
ACHIEVEMENT IN STUDYING THE ENGLISH LANGUAGE**

(A Study at UIN Ar-Raniry of English Department Student)

THESIS

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ABSTRACT

This thesis is entitled “**The Relationship between Students’ Motivation and Their Achievement in Studying the English Language**”. The purpose of this study was to know whether or not there is a relationship between students’ motivation and their achievement in studying at English education department of UIN Ar-Raniry. The sample of this research was unit 2 and 5 of English Education Department and selected purposively. To obtain the data, the researcher applied a questionnaire. The questionnaire was aimed at finding out the students’ motivation, both intrinsic and extrinsic motivations. Based on the questionnaire, most of students’ motivation was intrinsic motivation. After analyzing both variables x (students’ motivation) and y (students’ achievement) by Pearson Product Moment formula, it is found that $r = 0.907$. It indicates that the correlation in this study is in the very high. Finally, the writer concludes that there is a strong relationship between students’ motivation and their achievement in studying the English language.

Keyword; students’ motivation, intrinsic and extrinsic, achievement

CHAPTER I

INTRODUCTION

A. Background of Study

Motivation is one of the factors to improve students' achievement in teaching and learning process. Based on Woolfolk (1998, p.27), motivation is considered as an integral part in the achievement of any goal. It is an important factor that has a positive influence in any educational learning process especially in learning second language. In addition, according to Wigfield and Guthrie (1995, p.47), motivation is one of the main determining factors of success in developing a second or foreign language. Furthermore, motivation is not only an intensive desire for learning and acquiring knowledge of English, but also an inner cause that push students forward in English learning with enthusiasm and willingness. From the statements above, it can be said that motivation is an important factor in teaching and learning process. It is something like the engine and steering wheel of an automobile that can cause students from boredom to interest and it becomes an inner power to drive and to motivate students in learning.

Motivation is energy of students which comes from inside or outside encouraging them to do something. According to Harmer (1991, p.3), motivation seems having an important role in developing students' achievement in teaching and

learning process. It will give strength to student in order to get a better score. In fact, students will do everything to get good achievement. They will do the best way to get the best result.

According to Shams' research (2009, p.132), motivation affects students' language learning achievement. Besides that his research finding show that a high degree of extrinsic motivation influences students' language learning outcomes, motivated students' got a higher score in language learning than the one who had lower motivated.

Therefore based on the explanation above, it can be considered that motivation has an important role in teaching learning. It can affect students' performances and achievement in learning. It also gives contribution in students' success or failure in learning. As Fortune (2005, p.129), stated in the *Journal of Social Work Education* that students' with high motivation can achieve success in their school and carrier. Motivated students will get a highest achievement than the ones who are not motivated. Students with high motivation also will learn and do activities in the school with strong desire and eagerness.

Based on that reason, this should also happen to the student of the English Education department of UIN Ar-Raniry. The students who are motivated in learning will get good achievement. The researcher tries to find out what students' motivation of UIN Ar-Raniry is in studying English and to identify whether there is a significant relationship or not between their motivation and achievement. Thus, knowing the

students' motivation is essential. Because it is assumed that those who have highest motivation would get highest achievement in studying. Their achievement can be seen in their *Grade Point Average* (GPA).

Thus, this research is to find out whether or not there is a relationship between students' motivation and their achievement at English Education Department of UIN Ar-Raniry which will be verifiable through research under the title: **“THE RELATIONSHIP BETWEEN STUDENTS' MOTIVATION AND THEIR ACHIEVEMENT IN STUDYING THE ENGLISH LANGUAGE”**

B. Research Question

The research question of this study is:

Is there any relationship between students' motivation and achievement in studying at English education department of UIN Ar-Raniry?

C. Research Aim

The aim of this study is:

To know whether or not there is a relationship between students' motivation and their achievement in studying at English education department of UIN Ar-Raniry.

D. Hypotheses

Based on the statement above, the hypothesis is formulated as follow:

H₀ = there is no relationship between students' motivation and their achievement in studying the English language

H_a = there is a significant relationship between students' motivation and their achievement in studying the English language.

E. Research Benefits

There are some benefits of this study:

1. For students

It is useful for the students' of English department of UIN Ar-Raniry especially those who want to know the relationship between students' motivation and achievement in learning English language. Moreover, it is also expected to improve their motivation and their achievement.

2. For a lecturer

It is expected that it is useful for the lecturers at UIN Ar-Raniry Banda Aceh because by knowing the information about the relationship between students' motivation and achievement they will motivate their students in studying.

3. For further researchers

The result of this study can be used as a reference for other researchers who are interested in conducting similar study.

F. Terminologies

There are some terms which need to explain in order to avoid misunderstanding for the reader:

1. Definition of Relationship

In the Oxford Dictionary (2015) definition of relationship is the way in which two or more people or things are connected, or the states of being connected: *this study is to find out the relationship between students' motivation and their achievement in studying English language at the English Department of UIN Ar-Raniry.*

2. Students' Motivation

Motivation is a theoretical construct used to explain behavior. It gives the reasons for people's actions, desires, and needs. Based on Elliot perception (2001:18) motivation can also be defined as one's direction to behavior or what causes a person to want to repeat a behavior and vice versa. A motive is what prompts the person to act in a certain way, or at least develop an inclination for specific behavior. In the Oxford Dictionary (2015) definition of motivation is the

reason or reasons one has for acting or behaving in a particular way or the general desire or willingness of someone to do something.

In this study, motivation can mean that reason for the students to study the English language. Motivation can affect students' interest in learning especially in UIN Ar-Raniry. In this study, there are two types of motivation that can influence students' achievement in studying the English language extrinsic or intrinsic.

3. Students' Achievement

Achievement is the proficiency that students have in their learning process. This achievement is also as indicator that what students get in their learning. The achievement is commonly applied to indicate the score of the students. With these theories, the researcher concludes that achievement is the accumulative result of learning process. In achievement, the teachers or the students can see how far their learning process that they achieve. The achievement also can be understood the students' *Grade Point Average* (GPA). GPA can reflect their ability in studying.

G. Preview Study

Previous study conducted by Chan Chie Yuet (2008) *The Relationship between Motivation and Achievement in Foreign Language Learning in a Sixth Form College in Hong Kong*. In this study she examined about motivation and achievement. And showed relationship between motivation and achievement in learning English in a sixth form college in Hong Kong. The methodological dimensions of the investigation were two fold.

First, by means of questionnaires distributed to 33 Advanced-level students, Their motivation intensity and orientations in learning English were explored. To analyze data, she applied *Pearson Product Moment Correlation* to examine the students' motivation components and their English grades both in the Hong Kong Certificate of Education Examination and the Hong Kong Advanced Level Examination.

Second, four high, four average and four low achievers of learning English, altogether 12 students aged 17 to 20, were invited to attend *semi-structured interviews*. Through the account of their English learning experience, the relationship between motivational factors and academic achievement in foreign language learning was investigated. The findings indicated that there was a *positive relationship between motivation and achievement* among this sample of Hong Kong Advanced-level students in this sixth form college. The results also indicated that all the high, average and low achievers had strong extrinsic motivation, but this did not have any significant correlation with students' English attainment. Instead, it was intrinsic motivation that had a positive correlation with students' English grades. In this sample, intrinsic and extrinsic motives did not inhibit each other as they had no significant correlation.

Another study by FengXia Wang (2008) entitled by *Motivation and English Achievement: An Exploratory and Confirmatory Factor Analysis of New Measure for Chinese Students of English Learning* also helps the writer to know deep about the study of motivation and achievement. This research conducted in order to (1)

construct a scale of English learning motivation in a particular Chinese context, the *intrinsic/extrinsic motivation scale of English learning (I/EMSEL)* and (2) explore the relationship between intrinsic motivation, extrinsic motivation and English achievement. The *I/EMSEL* scale was administered to two samples of first-year non-English-majors. Pearson correlations and multiple regressions were then performed between different kinds of motivation and English achievement. Results indicated that autonomous extrinsic motivation correlated positively with intrinsic motivation and achievement, while controlled extrinsic motivation correlated negatively with them. In this study, there were two samples in the survey. The size of Sample 1 was 140 and participants were freshmen from several non- English majors (for example, educational technology, journalism, and education) at a comprehensive university in China. Males constituted about 45.6% of the sample with a total mean age of about 20. The participants in Sample 2 were 329 freshmen from the same university and they were randomly selected from several non-English-majors, such as mathematics, physics, education, computer science, Chinese literature, and art. The participants were about equal numbers of men and women between the ages of 18 and 20 years. The researcher used questionnaire. Most items of the scale were written based on the *constructs proposed* in SDT and SLA motivation. The questionnaire, consisting of 24 five-point Likert scale items, was developed and group administered to two samples, Sample 1 for exploratory factor analysis and Sample 2 for confirmatory factor analysis. The mark on the final English examination of the semester was used as an indication of English achievement.

Yang, Y. and Mukherjee, D. in their research with the title *The Correlation between English Learning Motivation and Achievement in Three Chinese Junior Middle Schools* find out that there is *positive correlation* between students' English learning motivation and students' achievement. The sample was taken from three classes of students selected from first grade junior middle school. Data were collected from the motivation questionnaires administered to students and also interviews with their English teacher to collect their average English grade, which indicated their English achievement.

The differences between this research and their research were the location, time and also the sample of the research. The researcher was conducted this research in UIN Ar-Raniry Banda Aceh. The sample of this research was the English Education Department Students, and the number of students to be selected 51 students. The researcher gathered the data by using a questionnaire that consists of 20 questions. The questionnaire was adopted from AMTB.

CHAPTER II

LITERATURE REVIEW

A. The Understanding of Motivation

1. Definition of Motivation

Motivation is very important in teaching and learning process. For through, it can make teaching learning easier and more interesting. Because of its important, it can be seen that some seminars and television programs are often seen in order to motivate people to get a better life and also to push them to be better than before.

Many experts in psychology have given various definitions on motivation. According to Santrock (2004, p.417), motivation is the process that energizes, direct, and sustains behavior. It means that motivation is the process to push and shows students to do something and to keep on the activity continuously.

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. Santrock (2011, p.438), also defined that “motivation involves the processes that energize, direct, and sustain behavior.” Schunk (2008, p.4), and friends also state that “motivation is the process whereby goal-directed activity is instigated and sustained.” It means that motivation can direct a person’s behavior to achieve his/her goals. A person has a reason and enthusiasts to do something in his/her life by motivation. Motivation can also be

defined as the driving force behind all the actions of an individual. The influence of individual's needs and desires both have a strong impact on the direction of their behavior. Motivation is based on your emotion and achievement-related goals. There are different forms of motivation, such as extrinsic, intrinsic, physiological, and achievement motivation.

According to Shearin (1994, p.78), motivation is a desire to achieve a goal combined with the energy to work toward the goal. Motivation has been a major research topic in psychology. Studies on motivation in psychology have sought to determine "what moved a resting organism to a state of activity" Weiner (1990,p.45). Numerous theories and concepts have been put forward by psychologists to describe human motivation. It also has been recognized that motivation is an important agent in the cognitive process.

As Weiner (1990, p.618) noted, "Motivation is often inferred from learning, and learning usually is an indicator of motivation for the educational psychologist". Most language teachers believe that motivation is a key factor for success in language learning. During the last 40 years researchers in various fields have attempted to explore the construct of language learning motivation from many different perspectives.

2. The Type of Motivation

Motivation can be divided into two kinds. These kinds of motivation are divided to the how the motivation arrives and the influences around the person itself. They are extrinsic motivation and intrinsic motivation.

a. Extrinsic Motivation

To get more understanding about extrinsic motivation, it is necessary to know some theories stated by experts. Based on Santrock (2011, p.441), defines extrinsic motivation as below:

“Extrinsic motivation involves doing something to obtain something else. Extrinsic motivation is often influenced by external incentives such as rewards and punishments. For example, a student may study hard for a test in order to obtain a good grade in the course.”

Motivation can be stated as extrinsic motivation in condition of external influenced. The influences can be rewards and punishments. For example, the boy studied hard because his father will give him the new bicycle as his reward if he gets a best score. It is the same as Alderman says. Alderman (2004, p.247), has perception that: *“Extrinsic motivation occurs when students engage in activities for external reasons (outside of themselves) such as praise, grades, special privileges, and certificates or material rewards.* From the above statements, it can be concluded that extrinsic motivation is the one that comes from the outside of individuals for example, a punishment or the reward so that they will be motivated and achieve the target expected.

There are two main types of extrinsic motivation based on Gardner and Lambert's (1972, p.56) integrative motivation and instrumental motivation.

1) Integrative Motivation

In integrative motivation, student needs to be attracted by the role of the target language community. It involves students' reasons for learning the language. To strengthen this motivation, students wish to integrate themselves into that culture and learn hard to master the language. A weaker form of this motivation would be the desire to know as much as possible of the target language community (English)

2) Instrumental Motivation

This motivation describes a situation in which students believe that mastery of the target language will be instrumental in getting them a better job, position or status. The language is an instrumental in their attainment of such a goal.

From the explanations above, it is considered that integrative motivation is the reasons of students to learn the English language, while instrumental motivation is students' view of English as a means to get a better job, position, and status in the future life.

b. Intrinsic Motivation

According to Santrock (2011, p.441) intrinsic motivation involves the internal motivation to do something for its own sake. For example, a student may study hard for a test because she enjoys the content of the course. It means that intrinsic

motivation comes from inside of the person. Alderman (2004, p.247) also defines that “intrinsic motivation is typically defined as students engaging in actions for their own sake and without coercion such as satisfaction, interest, learning, and challenge.” With intrinsic motivation, the students do not need to be pushed in doing something. This statement is same with this next statement that “Intrinsic motivation describes self-initiated task engagement with no apparent extrinsic rewards beyond the activity itself. The researcher also finds that “a number of researchers define intrinsic motivation as occurring when an activity satisfies basic human needs for competence and control, which makes the activity interesting and likely to be performed for its own sake rather than as a means to an end.” It means that intrinsic motivation can be a parameter to someone in doing the job. If the person feels interesting to do learning, it means that he/she has the intrinsic motivation.

The researcher deduces that intrinsic motivation is an energy that the people got from inside of themselves. This energy never got influence from the outside. This motivation can be as a satisfaction for the people themselves. The interesting in learning or do something is the indicator that a person has intrinsic motivation.

3. The Influence Factor of Motivation

Motivation also has the factors which can influence how the motivation can be increased in the learning process. The motivation in learning is influenced by students’ self, the teachers, and also students’ environment. All of these roles are

have their own influences to make motivation exist. Due to the existence of motivation, the successful learning can be achieved. This theory has same meaning with Dornyei's (1994, p.273) that the researcher has mentioned in the previous chapter that is stated "motivation is one of the main determinants of second/foreign language learning achievement."

Schunk (2008, p.143) and friends define "motivated learning is a motivation to acquire skills and strategies rather than to perform tasks that modeling by with highlights the role of self-efficacy". Sanjaya (2008, p.249) also has the same perception that the learning can be success if students' motivation as direct and arouse. It can be stated that motivation is acquired in learning in order to achieve the skills and strategies.

From the above opinions, it can be conclude that motivated learning is a thing that can help to build success learning in class. In a learning process, motivation can be a good machine as the energy. Motivation can be an important aspect in learning process.

Actually, many other factors that can influence on students' motivation in teaching and learning process as follow:

a. Teacher

The teacher is a person who has an important role in teaching and learning activity to socialize and shaping motivation among student. Teacher is not only a person who transfers the knowledge to student, but also as a monitor who always motivates and supports the student in teaching and learning. Dornyei (2000, p.13)

informs that teacher's skill in motivating student should be seen as the central in teaching and learning process. The teacher is the key instrument to handle and organize student in the classroom. The teacher has responsibility to make teaching and learning process successfully. Thus, teacher has an obligation to arise motivation to the student to learn hard.

According to Ur Penny (1996, p.121) other sources are certainly affected by the teacher actions; they are success and its reward, failure and its penalties, authoritative demands, test, and competition.

1) Success and Its Reward

This is the single most important feature in raising extrinsic motivation. Learners who have succeeded in the past tasks will be more willing to engage with the next one, more confident in their chances in succeeding, and more likely to persevere in their effort. The teacher's most important function here is simply to make sure that learners are aware of their own success; the message can be conveyed by a nod, a tick, even significant lack of response.

2) Failure and Its Penalties

Failure is not just a matter of wrong answer, students should be aware that they are failing if they have done significantly less than they could have, if they are making unsatisfactory, or not taking care. Failure in any sense is generally regarded as something to be avoided, whereas success is something to be sought.

3) Authoritative Demands

Students are often motivated by teachers' pressure. They may be willing to invest efforts in tasks simply because the teacher have told them to, recognizing teacher authority and right to make this demand, and trusting your judgment.

4) Tests

The motivating power of tests appears clear: students who are know they are going to be tested on specific material next week will normally be more motivated to study it carefully than if they had simply been told to learn it. Again, this is a useful incentive, provided there is not too much stress attached, and provided it is not used too often.

5) Competition

Students will often be motivated to give their best not for the sake of the learning itself but in order to beat their opponents in a competition. Individual competition can be stressful for people who find losing humiliating are not very good at the language and therefore likely consistently to lose in contest based on (linguistic) knowledge; and is over used, it eventually affects negatively students' willingness to cooperate and help each other.

b. Parent

The role of parents can influence on students, motivation in studying. Parents give great influence to their children as students in school. Parents are expected to motivate their children to achieve the good goals in school. Harmer (1991, p.4) stated that "if the parents are very much against the culture of the language this will

probably affect his or her motivation in a negative effect. if they are very much in favor of the language this might have the opposite effect. this statement means that parent have an important role to motivate their children. Parents should have to support their children to create their motivation.

c. Environment

The teaching and learning activity in which conducted in good, clean, and health environment can give better satisfactory both of for teacher and student that conducted in bad environment. Environments also will cause students' motivation. Student will be more interesting if the environment of the classroom is comfortable. According to Tabrani (2003, p.148) environment is everything which exists around us, which has correlation and gives influence to ourselves.

In the other theory, internal factor also can influence the motivation. The internal factor can classified into three factors, they are:

a. Age

Student of deferent age have different need, competence and cognitive skill. Children learn English language for fun through play, sing song; the language should be first presented through sound. Some people say that the children learn the language faster than the adult do. They pick up language effortlessly which the plasticity of their young brain. It is easy for them to remember or recognize something new in their ear.

b. Goals

Motivation encourages the students to achieve the goal. If the goal is clear and useful for the students, the students will attempt to achieve that goal, and motivation is also closely related with a person desire to achieve goals. It could be better position in job; etc. and short term goal such as passing a test at the end of the week, etc.

c. Need

How much the learner needs to study this language? For example, a student wants to continue his study abroad and citizen in that country use English as their first language. This means that she/he needs to learn English language.

B. The Understanding of Achievement

1. Definition of Achievement

To see how far the students have learned in their studying, the teacher can see through their achievement test. An achievement test is intended to measure what the student has learned or what skills the student has mastered. It makes the researcher concludes that achievement test is the way to measure the students progress in their learning. With achievement test, the teachers get the evidence of the students' progress result from their class that they have taught.

The researcher also gets another theorist that “achievement refers to school-based learning, while ability and aptitude refer to broader learning acquired mostly through nonschool sources such as parents and peer groups. And also states that “an achievement test measures how much the material taught in a given course, or part of

one, has in fact been learned.” It is same with Oosterhof (2003, p.228) perception who states “Achievement tests measure students’ present status with a set of skills. Achievement test are used to evaluate the effectiveness of instructional programs and to identify students with learning disabilities. That means achievement test is the measurement tool that teachers give to their students in order to see the effectiveness of the learning process is going in their students. Also with this test, the teachers can see what difficulties that the learners have in their learning process. That means achievement is the proficiency that students have in their learning process. This achievement is also as indicator that what students get in their learning. The achievement commonly is designed in the scores by test scores or teachers’ marks.

With these theories, the researcher concludes that achievement is the accumulative result of learning process. In achievement, the teachers or the students themselves can see how far their learning process that they did.

2. English Learning Achievement

From the explanation above, the researcher has the understanding for this variable that English learning achievement is a result of students learning progress in class. This achievement appears as the score that can be as description of their successful in learning. If the students get 60 in their test, it can be concluded that they are not really successful in the learning. This assuming also can be used in opposite words.

English learning achievement in this study can be described as the result of English learning process that students get from the teachers in form of score. The

score is getting through test that teachers' made or a kind of standardized test. In this study, the achievement scores can help the researcher to describe how far the students' ability in English. The achievement scores also come from the calculation of some test that teachers have made for their students.

C. The Relationship Between Motivation and Achievement

Motivation seems to be a vital role in teaching and learning process. It gives great influence for student to encourage themselves to learn eagerly. It is also as a director for student to conduct activities to react to any school activity or material. Some student will enjoy to learning happily, some will learn the material lazily, some will receive new topic with eagerness, and some will deny following the teaching and learning process. Some student also will do the assignment which teacher gave for them, and other will copy the assignment from their friends. Besides, any students always try to get the best in everything they do, and any of the students just do what they want. All of the differences in the students' perception toward learning above are affected by motivation.

Motivation is one of the most important factors that will influence students' English achievement. Achievement is the result of an activity that has been done, created by students. It comes a measurement whether the student success or failure in learning. If it can affect student learning and performances, surely it will influence students' learning achievement. It was proved by Shams' (2009, p.132) research that motivation affects students' language learning achievement. His research findings

show that a high degree of extrinsic motivation influences students' language learning outcomes, motivated students to be a higher score in language learning than lower one.

Boo Wang (2009, p.99) also considers that motivation is one of the important factors that influence English learning achievement. Based on his perception, in order to help the students to maintain a proper strength in English learning, motivation is very necessary for teacher in the daily teaching procedure by encouraging students to be more attractive in teaching and learning process. He also explains in his paper Zhang Bensheg did research on 70 outstanding student including English and non English major from seven key collages and university in Wuhan. The result showed that the achievement of the student had a close relationship with their motivation. All of the students possessed some kind of motivation for learning English. Some were intent on making a useful contribution to society, while other wanted to improve their professional prospect in the future. Such student seemed to have instrumental motivation. Still other were interested in the learning environment of encouraged by their previous success. They had task and situational motivation. A few of them attracted by the target culture; they were integrally motivated.

Besides, Wolters' (2004, p.247) study towards mathematics' student shows that motivated the lower expressed the stronger focus on learning and reached the goal of learning than the lower one. His study was conducted in the secondary school. It describes that the motivated student attempt to get the best result in learning.

Student with high motivation show the greater effort and persistence to get everything they want.

Therefore based on the explanation above, it can be considered that motivation has an important role in teaching learning. It can affect students' performances and achievement in learning. It also gives contribution in students' success or failure in learning. As Fortune (2005, p.129) states in the journal of Social Work Education that student with high motivation to reach something will success in their school and carrier. Motivated student will get the higher achievement that the lower one. Student with high motivation also will learn and do activities in the school with strong desire and eagerness.

CHAPTER III

RESEARCH METHODOLOGY

A. Brief Description of Research Location

The research took place at the English Education department of Faculty Tarbiyah dan Keguruan (teacher training Faculty) State Islamic University (UIN) Ar-Raniry Banda Aceh. State Islamic University (UIN) is the Islamic University under the administration of the ministry of religious affairs. The former name of UIN Ar-Raniry was IAIN (The State Institute for Islamic Studies) Ar-Raniry. This institute was firstly established on the October 5th, 1963. It is located on syeikh Abdulrauf kopelma Darussalam street Banda Aceh. The name of Ar-Raniry was initially taken from Syeikh Nuruddin Ar-Raniry who reigned in 1637-1641. He was contributed a very valuable thing in developing the Islamic thoughts in the Southeast Asia, especially in Aceh.

Based on UIN's Academic Handbook (2014/2015), the book informed that UIN Ar-Raniry which is currently headed by prof. Farid Wajdi Ibrahim, MA as the rector, is an Islamic educational institution which has graduated thousands scholars and some professors. As an Islamic University, it does not only concerned about the Islamic affairs but also on general knowledge and science with some branches. There are nine faculties in UIN Ar-Raniry, they are the faculty of Education and Pedagogy,

the faculty of Syariah and Law, the faculty of Ushuluddin and Philosophy, the faculty of Dakwah and Communication, the faculty of adab Adab and Humaniora, the Faculty of Ilmu Social Knowledge and Government, The Faculty of Psychology, The Faculty of Science and Technology, and the Faculty of Economy and Islamic Business. The aim of Educational and pedagogy Faculty is to educate pious Muslim, to become an expert in education and teaching of Islam that is able to develop and proficient in implementing knowledge in various educational institutions.

The Faculty of education and pedagogy provides twelve Department which are classified based on their specific studies and programs, namely Pendidikan Agama Islam/PAI(Islamic Teaching Department), Pendidikan Bahasa Arab/PBA (Arabic Education Department), Pendidikan Bahasa Inggris/PBI (English Education Department), Pendidikan Fisika/PFS (Physic Education Department), Pendidikan Matematika/ PMA (Mathematic Education department), Pendidikan Biologi/PBL (Biology Education Department), Pendidikan Kimia/PKM (Chemistry Education Department), Menejemen Pendidikan Islam/MPI (Islamic Education Management), Pendidikan Guru Ibtidaiyah/PGMI (Elementry School Education Department), Pendidikan Guru Raudhatul Athfal/ PGRA (Kinder Garten Education Department), Pendidikan Teknik Elektro/PTE (Electro Engineering Education Department), and Pendidikan Teknologi Informatika/PTI (Information and Technology Education Department).

The English Education Department has 40 lecturers which consist of 21 permanent lecturers and the rest of them are part-time lecturers, some of them graduated from abroad universities such as Pennsylvania University, Mc. Gill University, Leiden University, Deakin University, University of Liverpool, University of Amsterdam, and many more. The other graduated from Indonesian University such as State of Islamic University of Ar-Raniry, Syiah Kuala University, UIN Yogyakarta, UI Jakarta, and many more. This research is about “the relationship between students’ motivation and their achievement in studying the English language” and was conducted at the English Education Department. Now, it has been led by Mr. Dr. T. Zulfikar, MA. This department is specifically provided to the students to be a teacher in teaching learning English. In addition, it is also supported by facilities; such as, a library which provides many books, journals, novels, dictionaries, and various topics of thesis written by alumni and the English laboratory.

The English education department was chosen as the research location and the respondents were taken from semester IV in order to know their motivation in studying the English language and its relationship with their achievement in studying.

B. Research Method and Design

The method used in this study was correlational study in a quantitative design. According to Cresswell (2008, p.356) in correlational method, the researcher used the

corelational statistical analysis to describe and to measure between two or more 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 as independent variable (X) and the students' achievements as dependent variable (Y).

C. Population and sample

Walliman (2001, p.152) explains population as “a collective term used to describe the total quantity of cases of the type which are the subject of your study”. It means that a population can consist of objects, people or events, school, workers, and revolutions. The population of this research was the fourth semester students of the English Education department of UIN Ar-Raniry Banda Aceh who has learned English language academic year 2016/2017. In this case, the researcher took as the sample, 51 students from unit 2 and 5 of semester IV. The sample was taken by using a purposive sampling technique. This study used purposive sampling because of the limitation of time, energy and fund.

Waliman (2001, p.167) also explains samples as “a selected number of cases in population”. The samples of this research which consist of 25% of the population. In determining the size of sample, Arikunto (2006, p.122) explains that if the number of population is 100 respondents or less, it is better to take the whole population as the sample. If the numbering population is more than 100 respondents, the researcher

can take 10-15% or more than 25% of the population based on the capability of the research. In this research, the population was the students of English education department at fourth semester which consisted of 230 students at UIN Ar-Raniry Banda Aceh. So the researcher took only 25% of the population to be the sample of this research. It means that the researcher took 51 students of the English education department who were taken from unit 2 and 5 in semester IV.

D. Technique of Collecting Data

Based on the explanation above, the technique applied to collect data in this research are as follows.

1. Questionnaire

To get data of students' motivation in studying the English language, the researcher used a questionnaire. The questionnaire was consisted of a number of questions which should be answered by the respondents to find out about their actions and beliefs.

The questionnaire was adopted from the *Attitude/Motivation Test Battery* (AMTB) by Gardner. Actually there were many items of statements in this questionnaire, for example, attitude and motivation but the researcher only took 20 items which were relevant to this study and modified the questionnaire based on the context of students. Therefore, the researcher only took motivation statement from

AMTB and then translated it into the Indonesian language. The questionnaire applied for this research can be seen in the APPENDIX 1.

The questionnaire consists of two kinds. The first one was closed, and the second one was open. In the close questionnaire the respondents only needed to choose the best alternative from the item and put the checklist on the given answers. In answering the questionnaire, the students were asked to choose one of the options by giving a mark or checklist. In the open questionnaires, it is necessary for the respondents to write their opinion freely to answer the question, the respondent should write short answers and to give their own perception. These were measured by using the liker scale rating as shown in the following table.

Table 3.1: The liker scale rating

| Option | Score | |
|----------------|-----------|-------------|
| | Favorable | Unfavorable |
| Strongly agree | 5 | 1 |
| Agree | 4 | 2 |
| Undecided | 3 | 3 |
| Disagree | 2 | 4 |

2. Document Analysis

According to Powell & Steele (1996, p.6) document analysis is used to summarize of analyzed printed material, such as books, newspapers, documents, and handwriting. A document analysis in this research was the students' achievement in English department at the fourth semester. Namely, their GPA (Grade Point Average)

in the English Education Department of faculty Tarbiyah UIN Ar-Raniry Banda Aceh. To know the students' achievement, the researcher used their GPA scores as the documentation. The data about their achievement was collected from the English education department as can be seen in the APPENDIX 2. 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 and analyzed the questionnaire results and students' achievement by using coefficient product moment correlation by Pearson. Then, the calculation of the result showed to what degree the relationship between students' motivation and their achievement in studying at the English Education Department of Faculty Tarbiyah UIN Ar-Raniry.

E. Technique of Data Analysis

After the researcher got the data from questionnaire of motivation and obtains data from the students in the questionnaire, it is necessary to analyze the data and to correlate between questionnaire result and students' achievement (GPA). The

researcher did descriptive analysis to describe the data statistically based on data the correlation technique by Pearson Product Moment. According to Anas (2008, p.190) a correlation technique is usually used to correlate one variable to another variable based on its correlation value. The formula applied can be seen below:

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

Explanation:

| | |
|-----------|--|
| r_{xy} | = Coefficient of correlation between X variable and Y variable |
| $\sum X$ | = Sum of score in X distribution |
| $\sum Y$ | = Sum of score in Y distribution |
| $\sum XY$ | = Sum of multiplication of X and Y |
| N | = Number of Respondents |
| X^2 | = Sum of X quadrate |
| Y^2 | = Sum of Y quadrate |

With that formula, the researcher got r coefficient that can describe the correlation between X variable and Y variable.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

F. Research Findings.

The research finding was obtained from the computation of the students' motivation and students' achievement. As mentioned earlier that the population of this research was the students of fourth semester in UIN Ar-Raniry Banda Aceh especially from English education department. Specifically, the researcher took purposive sampling. Therefore, the researcher only chose 51 students from unit 2 and 5. The researcher did the research on May 11th, 2017. The researcher only did the research for one day to collect the data. Overall, the researcher did not find any serious obstacles in doing the research in the University. The following are the research findings and discussion of questionnaire and achievement that had analyzed by the researcher.

a. The Finding from the Questionnaire

The researcher used AMTB questionnaire to get the score of students' motivation. It consisted of 20 closed-ended items and 2 items open-ended. And the closed-ended questionnaire each was rated using a 5-point rating scale as mention in table 3.1. In total, the result of the questionnaire score was change in the same squad by using the same form.

Based on 2014/2015 UIN's academic handbook, the formula to get the score of GPA as following statement:

$$GPA = \frac{\text{value X} \times 4}{100}$$

The students' motivation score is ranging from 0 – 100 before convert to the scales of 0- 4.00 as shown in the previous description (table 3.2). The ranging of students' motivation score can be shown as following table:

Table 4.1: The Frequency of Student's Motivation Score

| No | Student's Motivation Score | Frequency | Percentage (%) |
|-------|----------------------------|-----------|----------------|
| 1 | 86 - 100 | 21 | 41.2% |
| 2 | 72 - 85 | 29 | 56.9% |
| 3 | 60 - 71 | 1 | 2.0% |
| 4 | 50 - 69 | 0 | 0% |
| 5 | 0-49 | 0 | 0% |
| Total | | | 100% |

According to the table above, the researcher find that the students' motivation score almost higher that lower one. The students who got the score 86-100 were 21 students. On the other hand, the students who got the score from 50-69 only 1 student. It means that the students already had a strong motivation in studying the English language.

b. The Finding from the Achievement

To know the students' achievement, the researcher used their GPA scores as the documentation. The data about their achievement was collected from the English

education department. The students' achievement (GPA) is ranging from 0 – 4.00 as shown in the previous description table 3.2. From that table it can be shown that the standard of ranging GPA. The calculation of students' achievement is shown in APPENDIX 3. The ranging of students' achievement can be shown as following table:

Table 4.2: The Frequency of Student's Achievement (GPA)

| No | Student's Achievement(GPA) | Frequency | Percentage (%) |
|-------|----------------------------|-----------|----------------|
| 1 | 3.50 – 4.00 | 15 | 29.4% |
| 2 | 3.20 – 3.49 | 27 | 52.9% |
| 3 | 2.20 – 3.19 | 9 | 17.6% |
| 4 | 1.59 – 2.10 | 0 | 0% |
| 5 | 0-1.00 | 0 | 0% |
| Total | | | 100% |

Based on students' achievement table, there was five achievement level ranging from lowest to the highest. From the result of table, there were only 9 students who got the lower achievement. (GPA 2.20 – 3.19). And no one got GPA 2.10-1.59. The percentage in the higher level was 81.12% and the lower was only 17.6%. it can be concluded that most of students have very good achievement regarding to their GPA.

To make it easy to interpret the finding between students' motivation and their achievement, there are some steps that should be made.

1. Computing the Students' Motivation Score and Students' Achievement Score, as seen in the following table:

Table 4.3: the students' motivation score and students' achievement score

| NO | NAMA | JENIS KELAMIN | X | Y | X ² | Y ² | XY |
|----|-------|---------------|------|------|----------------|----------------|---------|
| 1 | A R | P | 3.24 | 3.28 | 10.50 | 10.7584 | 10.6272 |
| 2 | A M | L | 3.28 | 3.32 | 10.76 | 11.0224 | 10.8896 |
| 3 | A Z | L | 3.60 | 3.64 | 12.96 | 13.2496 | 13.104 |
| 4 | A F | P | 3.60 | 3.72 | 12.96 | 13.8384 | 13.392 |
| 5 | ARM | P | 2.84 | 2.92 | 8.07 | 8.5264 | 8.2928 |
| 6 | A Y D | P | 3.28 | 3.36 | 10.76 | 11.2896 | 11.0208 |
| 7 | D R | P | 3.36 | 3.24 | 11.29 | 10.4976 | 10.8864 |
| 8 | D A | P | 3.44 | 3.40 | 11.83 | 11.56 | 11.696 |
| 9 | F D | P | 3.56 | 3.84 | 12.67 | 14.7456 | 13.6704 |
| 10 | F M | P | 3.52 | 3.56 | 12.39 | 12.6736 | 12.5312 |
| 11 | F F | P | 3.36 | 3.48 | 11.29 | 12.1104 | 11.6928 |
| 12 | F N I | P | 3.28 | 3.44 | 10.76 | 11.8336 | 11.2832 |
| 13 | H A R | L | 3.08 | 3.04 | 9.49 | 9.2416 | 9.3632 |
| 14 | I R | P | 3.72 | 3.68 | 13.84 | 13.5424 | 13.6896 |
| 15 | I A | P | 3.40 | 3.48 | 11.56 | 12.1104 | 11.832 |
| 16 | I W | P | 3.76 | 3.64 | 14.14 | 13.2496 | 13.6864 |
| 17 | J E | L | 3.76 | 3.80 | 14.14 | 14.44 | 14.288 |
| 18 | K M | P | 3.64 | 3.60 | 13.25 | 12.96 | 13.104 |
| 19 | L M U | P | 3.40 | 3.48 | 11.56 | 12.1104 | 11.832 |
| 20 | M T I | P | 3.60 | 3.60 | 12.96 | 12.96 | 12.96 |
| 21 | M D A | P | 2.92 | 2.88 | 8.53 | 8.2944 | 8.4096 |
| 22 | M L I | P | 3.48 | 3.48 | 12.11 | 12.1104 | 12.1104 |
| 23 | M N H | P | 3.48 | 3.40 | 12.11 | 11.56 | 11.832 |
| 24 | N U | P | 3.28 | 3.32 | 10.76 | 11.0224 | 10.8896 |
| 25 | N V I | P | 3.04 | 3.16 | 9.24 | 9.9856 | 9.6064 |
| 26 | N A I | P | 3.76 | 3.88 | 14.14 | 15.0544 | 14.5888 |
| 27 | N H Z | P | 3.20 | 3.44 | 10.24 | 11.8336 | 11.008 |
| 28 | N A T | P | 3.56 | 3.40 | 12.67 | 11.56 | 12.104 |
| 29 | N F | P | 3.04 | 3.04 | 9.24 | 9.2416 | 9.2416 |

| | | | | | | | |
|--------------|------|---|---------------|---------------|---------------|-----------------|----------------|
| 30 | NFT | P | 3.80 | 3.84 | 14.44 | 14.7456 | 14.592 |
| 31 | PR | L | 3.60 | 3.88 | 12.96 | 15.0544 | 13.968 |
| 32 | PZB | P | 3.32 | 3.40 | 11.02 | 11.56 | 11.288 |
| 33 | PP | P | 3.28 | 3.36 | 10.76 | 11.2896 | 11.0208 |
| 34 | RM Y | L | 3.36 | 3.44 | 11.29 | 11.8336 | 11.5584 |
| 35 | RK | P | 3.12 | 3.08 | 9.73 | 9.4864 | 9.6096 |
| 36 | RN | P | 3.08 | 2.92 | 9.49 | 8.5264 | 8.9936 |
| 37 | RJ | P | 3.40 | 3.48 | 11.56 | 12.1104 | 11.832 |
| 38 | RND | L | 2.96 | 3.08 | 8.76 | 9.4864 | 9.1168 |
| 39 | RR | P | 3.32 | 3.36 | 11.02 | 11.2896 | 11.1552 |
| 40 | CRF | P | 3.28 | 3.28 | 10.76 | 10.7584 | 10.7584 |
| 41 | RS | P | 3.00 | 3.08 | 9.00 | 9.4864 | 9.24 |
| 42 | SD | P | 3.44 | 3.36 | 11.83 | 11.2896 | 11.5584 |
| 43 | SIO | P | 3.52 | 3.36 | 12.39 | 11.2896 | 11.8272 |
| 44 | SKM | P | 3.48 | 3.56 | 12.11 | 12.6736 | 12.3888 |
| 45 | SNA | P | 3.40 | 3.52 | 11.56 | 12.3904 | 11.968 |
| 46 | SNY | P | 3.24 | 3.20 | 10.50 | 10.24 | 10.368 |
| 47 | SA | P | 3.52 | 3.36 | 12.39 | 11.2896 | 11.8272 |
| 48 | SAF | P | 3.36 | 3.36 | 11.29 | 11.2896 | 11.2896 |
| 49 | SATR | P | 3.60 | 3.68 | 12.96 | 13.5424 | 13.248 |
| 50 | TS | P | 3.28 | 3.44 | 10.76 | 11.8336 | 11.2832 |
| 51 | YZ | P | 3.40 | 3.32 | 11.56 | 11.0224 | 11.288 |
| TOTAL | | | 172.24 | 173.88 | 584.35 | 595.8704 | 589.811 |

X = the score of students' motivation

Y = the score of students' achievement

X² = the score of students' motivation squared

Y² = the score of student' achievement squared

XY = the score of students' motivation times the score of student' Achievement

The students' motivation is as independent variable (X), it showed the highest students' motivation score from fifty one students is 3.80 and the lowest students' motivation score is 2.84. The total of students' motivation score is 172.24.

The students' achievement is as dependent variable(Y). The highest score from fifty students is 3.88 and the lowest score is 2.88. We could see the total score of students' achievement is 173.88.

After the researcher got the total of students' motivation and their achievement score, the researcher continued to count both of students' motivation and their achievement score.

2. Computing the Relationship between Students' Motivation and Their Achievement Score.

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

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

Which

n = Frequency of participant

X =variable X (students' motivation)

Y =variable Y (students' achievement)

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

$$r_{xy} = \frac{(51)(589.811) - (172.24)(173.88)}{\sqrt{(51(584,35) - (29666.6176)) \sqrt{(51(595,87) - (30234.2544))}}$$

$$r_{xy} = \frac{30080.361 - 29949.0912}{\sqrt{29801.85 - 29666.6176} \sqrt{30389.37 - 30234.2544}}$$

$$r_{xy} = \frac{131.2698}{\sqrt{135.2324} \sqrt{155.1156}}$$

$$r_{xy} = \frac{131.2698}{11.6289466 \times 12.4545413}$$

$$r_{xy} = \frac{131.2698}{144.833196}$$

$$r_{xy} = 0,90635161$$

Correlation coefficient (r) showed that from the calculation above is 0.906 in order to know what extent of the correlation of both variable, the researcher referred to table of the standard of correlation coefficient proposed by Jain and Agarwal (2008: 08).

Table 4.4: the degree of correlation

| r | 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 |

From the table above, the interpretation of calculation result is 0.906 which indicated that r is very high correlation. It means that the relationship between students' motivation and student' achievement score is very 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 $r = 0.907$. It means that the difference between manual computation and SPSS is only about 90% to 91%. In conclusion, the result was coherence.

Table 4.5: the correlation between students' motivation and student' achievement

| | | Motivation | Achievment |
|------------|---------------------|------------|------------|
| Motivation | Pearson Correlation | 1 | .907(**) |
| | Sig. (2-tailed) | . | .000 |
| | N | 51 | 51 |
| Achievment | Pearson Correlation | .907(**) | 1 |
| | Sig. (2-tailed) | .000 | . |
| | N | 51 | 51 |

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

Based on the table above, it can be seen that the relationship index ($r_{XY} = 0.907$) is in interval of 0,81 – 0,99, this means that the relation belongs to “very high correlation”. In the other word, there is a significant relationship between variable X and variable Y. It can be concluded that there is a significant relationship between students' motivation and student' achievement score in studying the English language.

3. Computing the Coefficient Determinant

Furthermore, to know how much percentage of students' motivation (variable X) influences their achievement (variable Y), the researcher calculated it through determination coefficient (R) formula. Determination coefficient describe the effect of variable x toward the increasing of decreasing value of variable Y. the determination coefficient formula is stated as following.

$$R = r^2 \times 100\%$$

Which: **R** is determination coefficient

r is correlation coefficient

$$R = r^2 \times 100\%$$

$$R = (0.907)^2 \times 100\%$$

$$R = 0.822649 \times 100\%$$

$$R = r^2 \times 100\%$$

$$R = 82.26\%$$

The result of R value is 82.26%. It indicates that the effect of variable X (students' motivation) toward the variable Y (students' achievement) is 82.26%. Meanwhile, another 28.84% may be influenced by the other factors.

G. Examining the Hypothesis

To find out if the hypotheses are accepted or rejected, the researcher analyzed the hypothesis presented as the following:

The researcher formulated the research hypotheses in chapter one as follows:

H_0 = there is no relationship between students' motivation and their achievement in studying the English language)

H_a = there is a significant relationship between students' motivation and their achievement in studying the English language)

The researcher drew some conclusions, because H_0 is rejected or H_a is accepted. In the other word, there is a significant relationship between students' motivation and their achievement in studying the English language.

In the final analysis, the researcher concluded some points in examining the hypothesis. First, there is a strong correlation between students' motivation and their achievement in studying the English language. Second, the correlation is 0.907 (very high). It indicates that the students who are motivated in learning will commonly achieve good achievement in learning.

H. Discussion

As mentioned earlier, that the aim of this study was to know whether or not there is a relationship between students' motivation and their achievement in studying English at the English education department of Faculty of Tarbiyah and Keguruan UIN Ar-Raniry. In fact, based on the computation and analysis of the data there is a significant relationship between students' motivation and their achievement score. As seen in the table the coefficient relation is 0.907 which is perfect correlation at 1.00. Based on computing the coefficient determinant, the motivation contributes 82.26% to the student's achievement and remaining 28.84% is determining by other factors. However, this is very high correlation, it can be concluded that there is a significant relation between students' motivation and their achievement at English education department of UIN Ar-Raniry. 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 method of learning, living environment, curriculum etc.

After the researcher analyzes 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 2093 and intrinsic motivation is 2213. It can be seen that intrinsic motivation more influence students' achievement in studying the English language.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

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

Based on the description of the data which described in the previous chapter, it can be concluded that there is a strong relationship between students' motivation and their achievement in studying the English language. After analyzing both variable by Pearson Product Moment formula, it is found that $r = 0.907$. It indicates the gravity of correlation in this study is in the very high correlation level. The result also shows that H_0 is rejected but H_a is accepted indicating that there is a strong correlation between students' motivation and students' achievement. The effect of students' motivation is 82.25% toward the students' achievement.

B. Suggestions

Based on the correlation finding, the researcher would like to offer several suggestions:

For the English teacher, it is expected to improve their students' motivation in learning English because motivated students will concentrate on teaching and learning process more than those who are not and they will enjoy studying given by

the teacher. Besides, the teacher should always encourage the students to master English because the English language is a tool to achieve their success in the future. Secondly for students, they are expected to increase their motivation in studying English. They are also expected to be more aware that English is very important in their life. Thirdly, for the researchers who are interested in conducting similar study, they can use this finding as references for their research. Finally, for the English education department, it is also suggested that it is necessary to motivate the students through various programmers and workshops which are designed to motivate the student in studying.

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