

MOTIVATION AND ACHIEVEMENT OF PBI STUDENTS IN LEARNING ENGLISH

THESIS

Submitted by:

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The Bachelor Degree of Education in English Language Teaching

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In front of the board of the Examination for the working paper
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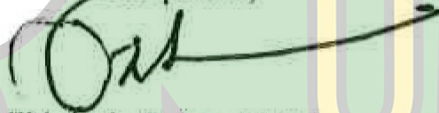
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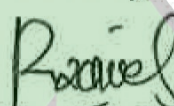
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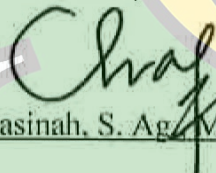
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Motivation and Achievement of PBI Students in Learning English Adalah benar-benar karya saya,kecuali kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 22 Juli 2022

Saya yang membuat pernyataan,



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Raudhatul ilmi

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ABSTRACT

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Title : Motivation and Achievement of PBI Students in Learning English
Advisor I : Dr. Nashriyah, M.A
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Key word : motivation, achievement, learning English

This study focuses to find out PBI students motivation in learning English and to measure the correlation between the motivation and the students achievement. This study is a quantitative research. The population of this study is students of English department batch 18 a total of 207 students. The sample of this study include 67 students. The research used questionnaire to collect the data needed and used statistical technique in analysis data. The result showed that extrinsic motivation is higher in learning English and there was positive correlation between students' motivation and students achievement with the pearson correlation 0.021.

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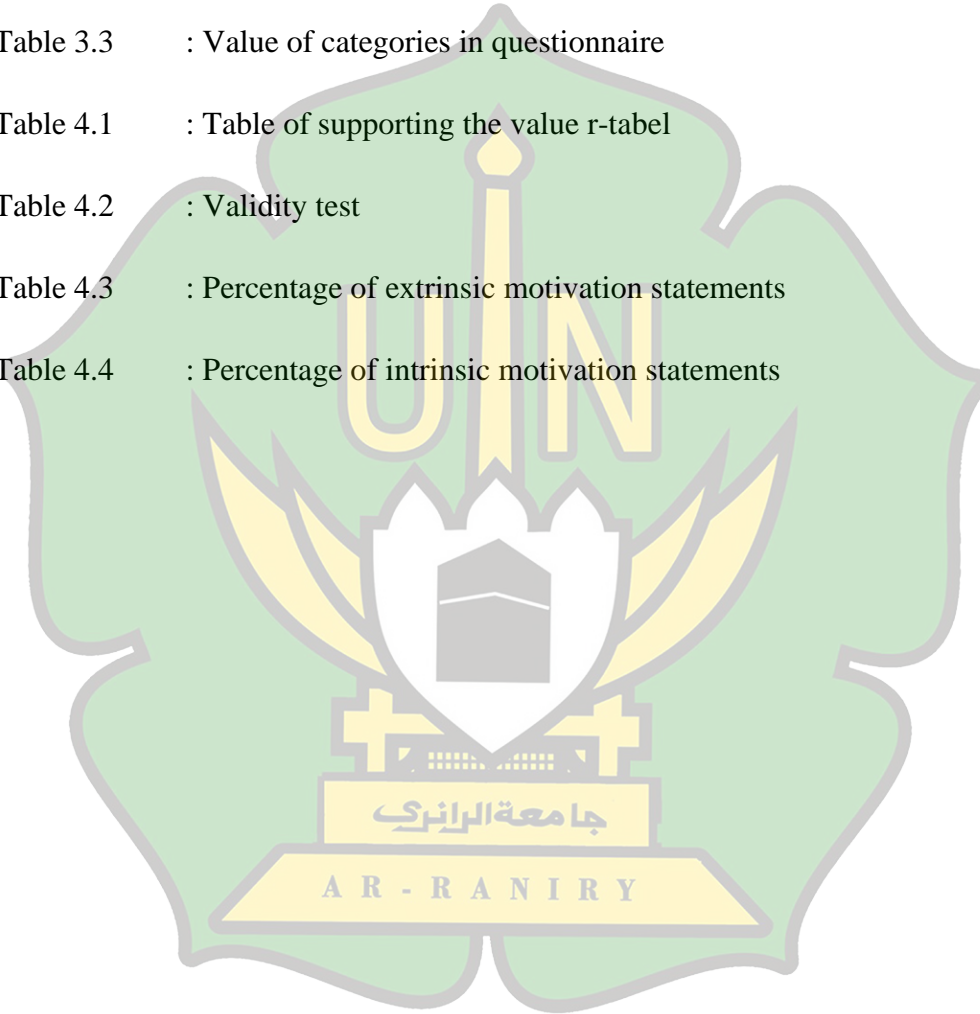
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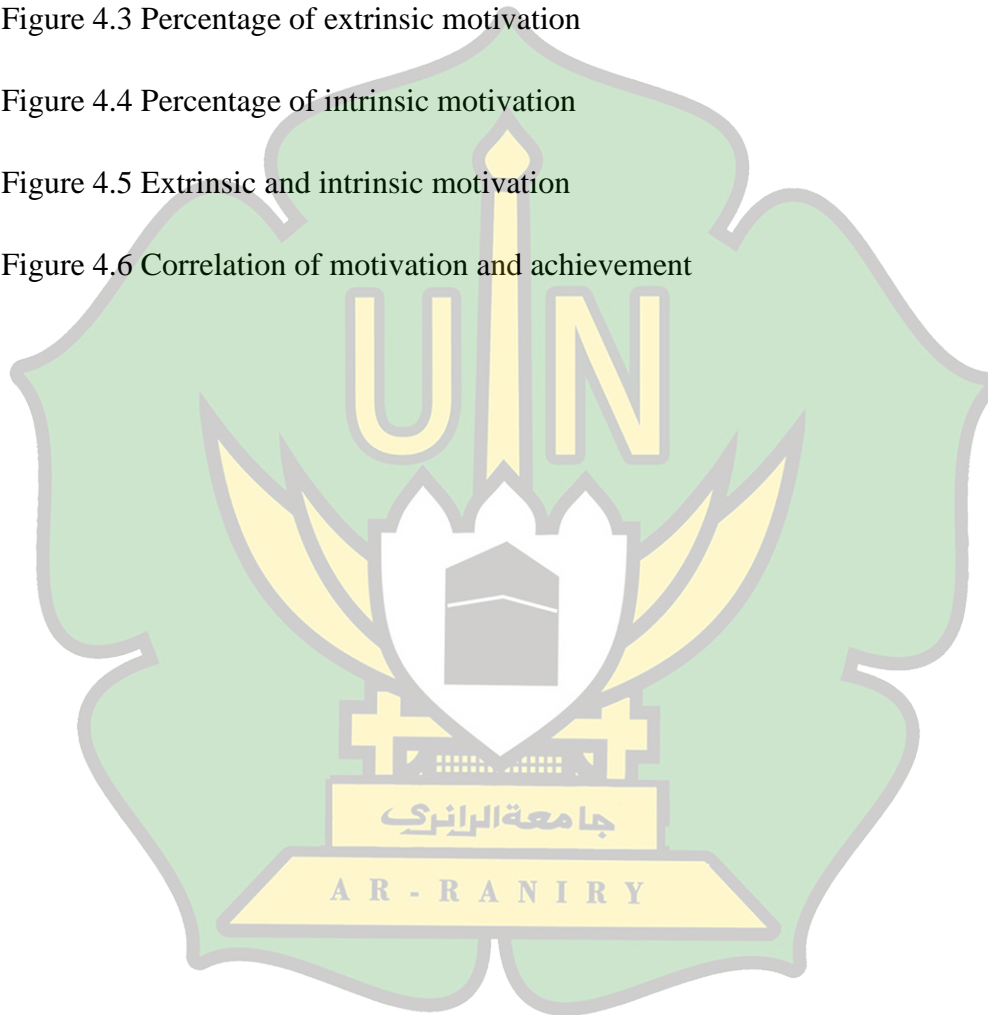
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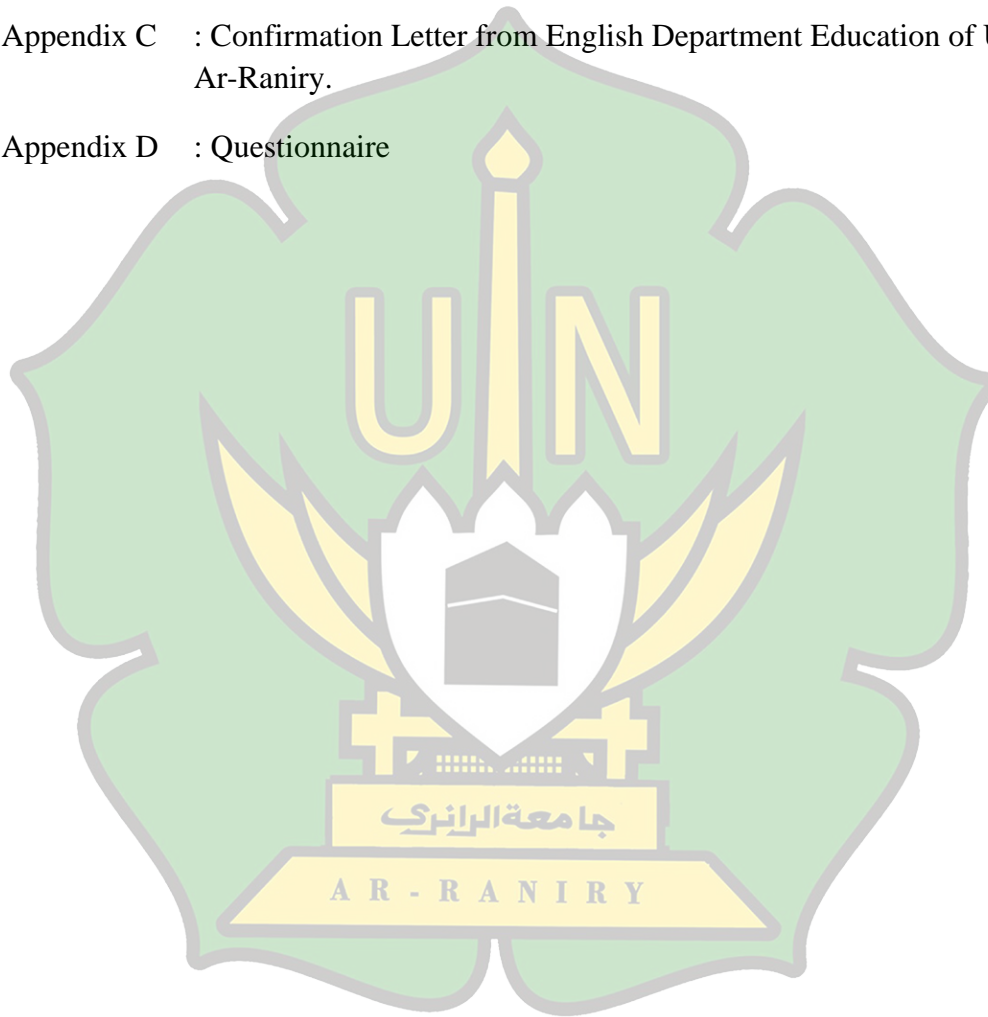
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CHAPTER I

INTRODUCTION

This chapter presents background of study, research questions, research aims, hypothesis, significant of study, and terminology to provides a better understanding of the study.

A. Background of Study

Motivation is related to factors that drive behavior and provide direction to the behavior. Attitudes are related to motivation and are valued or viewed as support in an action. Motivation is needed to be more enthusiastic and self-motivated. Motivation is not only in the form of words, but a strong impulse from inside. Motivation usually comes from the hope to get a result. Someone who is motivated will make efforts to achieve the desired goal. Motivation is something used to explain behavior. It represents the reasons for people's actions.

Motivation is an important aspect of the learning process not only in certain subject but in all subjects requiring motivation. having motivation makes students realize the goal of their learning. Motivated students can learn on their own habits and motivation can improve their achievement in learning. Motivation is closely related to learning goals. Whether students want to study hard or not depends on their motivation to study. If students have a high level of motivation in learning they will study hard to get the target. But if they do not have motivation certainly students have no willingness to study hard and need more time to achieve the goals.

Therefore, motivation is an important aspects of each student's achievement of learning goals. Motivation is a supportive effort to achieve the goals of study. A student should work hard to achieve learning goals. A good motivation in learning can lead to good achievement. In other words, students achievement depends on their motivation in learning.

Fitriwati (2018) said that in teaching and learning process students should have learning motivation to encourage them in their study. She added that students that have good motivation more enthusiastic in the studying process. They get a better result than students without motivation. Khan and Takkac (2021) noted that student motivation may have significant influence on essential academic achievement.

Language is the most important part of communication. People must have good language skills to communicate well. Language has four important components, which are listening skill, reading skill, writing skill, and speaking skill. Listening and reading are receptive skills. Writing and speaking are the productive skills. These four skills cannot be separated, but they must stand together as a good language skills.

Crystal states that English language is used in a large number of areas such as commerce, science, education, medicine, aviation, tourism, business, and international communication (Rahman, Jalaluddin, Kasim, & Darmi, 2021). There are many things that can motivate students in learning English. It could be want to study abroad, job demands, or interest in foreign languages or the encouragement of parents to learn foreign language and so on.

Nduwimana (2019) as cited in (Daif-Allah & Aljumah, 2020) notes that English is usually learned because of several reasons such as to fulfil school/university requirements, to function and complete the global economy of today and the future, to improve English vocabulary and language proficiency in order to communicate with English native, to improve critical thinking skills, to improve one's education and to facilitate travel and study abroad opportunities, to enjoy great literary and musical and films in the original language, to gain social level, to please one's parents and many more. And she found that low motivation in learning English is one of the reasons students often fail to reach students potential as a good English learner.

Each individual has a different motivation in learning. The researcher realizes that students have different motivation in learning English. Many people assumed that students that have good motivation more enthusiastic in the studying process and they get a better result than students less of motivation. The higher students have motivation, the better students get academic achievement. Otherwise, the lower motivation students have the lower achievement they get. In this case students with high motivation will have more potential to be successful in academic achievement. On the other hand students with low motivation tend to get low achievement in learning (Nduwimana, 2019).

Ar-Raniry State Islamic University is a state university located in Banda Aceh, Aceh province. Before become a university. UIN Ar-Raniry was a higher education institution. After getting a change of status to become a university in 2013. UIN Ar-Raniry was listed as the seventh and youngest UIN in Indonesia. As a higher

education institution, has shown a significant and strategic role for the development of society. Until this university called as “The heart of Acehness people”.

The study program at UIN Ar-Raniry is managed by 9 faculties one of them is faculty of Tarbiyah and Teacher Training (FTK) is the second oldest faculty at UIN Ar-Raniry. There are 13 choices of study programs for those who want to explore this field. One of them is English language education (PBI). It is a favorite major in Tarbiyah and Teacher Training faculty. Many students who graduate from this department continue their study abroad and some of them work as lecturer in this department after getting their degree.

Therefore this study focuses to measure the correlation between the motivation in learning English and the students achievement among PBI students of UIN Ar-Raniry. This research is expected to be useful for English teachers to be able to understand the conditions or abilities of students in the teaching and learning process.

Alizadeh (2016) stated that teachers must realize the importance of motivation in students' language learning that help learners to increase their motivation. And it is expected for students to be more focused and pay attention to their interests.

B. Research Questions

Based on the background above, the research questions of this study are as follow:

1. What are PBI students motivation in learning English?

2. Is there any correlation between students' motivation and achievement in learning English?

C. Research Aims

Based on the explanation above the aims of this study are as follow:

1. To find out PBI students motivation in learning English
2. To find out the the correlation between students motivation and achievement in learning English.

D. Hypothesis

1. There is the correlation between students motivation and achievement in learning English

E. Significant of Study

1. For the Students

This study expected to give information to the students that motivation is really affecting their studying achievement. It is important for them to pay attention to their interest. It really important to grow up their motivation, so they will get a good achievement in their study.

2. For Teachers

This study is expected to give information to the teachers that is important to give more concern how to increase their students motivation to help them get success in their studying.

3. For other Researcher

This study can be as references for other researcher to do further research in the same subject.

F. Terminology

To avoid misinterpretation about this research, there are some substantial terms used throughout this writing as clarified below:

1) Motivation

Motivation is basis of a reason for individual in takes an action. In this study motivation is something that motivate students in learning English.

2) Achievement

Achievement is the result from an effort. In this study discuss about students achievement in learning English.

3) Learning English

Learning is the process of gaining knowledge and expertise. In this study learning is the process of students gaining knowledge about English and how to improve their English skills.

CHAPTER 2

LITERATURE REVIEW

This chapter presents explanation of learning, motivation, motivation in learning, motivation and learning achievement and motivation in learning English to provides a better understanding of the study.

A. Learning

learning is a process providing education and training to students to achieve learning goals. Learning is the most important activity. This meant that the success of an individuals in achieving educational goals depends on how effective learning can take place. The results of learning process can be seen in various forms such as changes in knowledge, understanding, attitudes and behavior, skills, abilities, reaction power, acceptance power and other aspects in individuals.

Basically, the term learning includes two interrelated concepts, namely learning and teaching. In cognitive theory, learning is a change in perception and understanding. Kleden argues that leaning basically means practicing something, while learning something means knowing something.

As noted by Lachman (1997), most of textbook definitions of learning refer to learning as a change in behavior that is due to experience. This is essentially a very basic functional definition of learning in that learning is seen as a function that maps experience into bahavior. In other words, learning is defined as an effect of experience on behavior.

Most of definitions have in common the assumption that learning involves some kind of change in the individual, and this change is necessary but not sufficient for observing a change in behavior. For instance, in this highly influential textbook, Domjan (2010) defines learning as an enduring change in the mechanisms of behavior (p.17). cited in (Houwer, Holmes, & Moors 2013).

B. Motivation

In a research of Understanding student motivation (Tim selfert, 2004). It is recommended that students' motivation can be viewed as behavioral and emotional patterns. Perceived meaning is important for motivated behavior. As Dornyei said motivation shows the reason why people do something, how hard they made an effort for it, and how long they are willing to continue the activity (Rahman et al., 2021).

Mastery students are able to find meaning in their work. If students do not understand what to do they may not find meaning in their work. If the topic does not make sense they may not be able to see the relevance of the topic. If students feel unable to understand the topic they may find the work meaningless. This has many implications for teachers.

First, teachers must communicate to the students the purpose of the course what students should learn. Ultimately, however, the determining factor in the learning process may be how teachers and students interact. Because educator is a person who have an important role in shaping the way of childrens' thinking. In other words, the position of the teacher is very important in teaching learning process.

The way teacher teaching will influence their achievement. This condition requires teachers to have good abilities in carrying out their roles as instructors, motivators, and facilitators (Dahlia, 2019)

Motivation is a social factors that effect the humans behavior (Naz et al., 2020). Motivation is important in the learning process because it can direct students behavior towards learning goals. Other researcher noted that motivation is responsible for direct humans behavior by support it and giving it direction. This statement supports that motivation helps students in reach their goals (Widesti, 2016). As cited in (Asmali, 2017).

Nguyen (2019) Hinson and Brown stated that motivation is a significant component or factors in the laerning process. In order to achieve something learning and motivation have the same importance. Both of them have impact for students. Learning helps students obtain new knowledge and skills, and motivation is a factor that pushes them or encourages them in learning processs. As Ryan and Deci stated in (Duman, Horzun, & Randler, 2020).

Motivation can be understood as a invisible force that can move, activate or encourage someone to take an action. When talk about motivation, the first thing comes in mind is the source, whether the motivation comes from oneself (intrinsic) or comes from outside (extrinsic).

There are two main forms of motivation i.e Intrinsic and Extrinsic motivation:

a. Intrinsic

The researcher believe that intrinsic motivation is something related to inner behavior such as want and desire. Intrinsic motivation acts as a driving force that comes from within the individual itself, in the form of awareness without encouragement from others. As cited in (Daif-Allah, & Aljumah, 2020) Smari and Javid stated that Intrinsic motivation is something comes from inside learners.

In intrinsic motivation someone acts to achieve something because he/she wants to enjoy the process and participate in an activity of their own volition and interest even considers as an opportunity to explores new things or ideas and also to develop potentials and satisfy oneself. Learners with intrinsic motivation learn something because they like learning.

In academic process student who have intrinsic motivation learning or complete tasks not because reward or grades only but he/she doing the activity for self satisfaction and enjoy the learning process (Naz et al., 2020). Deci and Ryan noted that intrinsic motivation related to elements of interest, enjoyment, autonomy, competence and pressure (Duman et al., 2020). Research found that intrinsic motivation has a significant influence on in students achievement of academic goals (Gutierrez, Fox, & Kondli, 2018).

b. Extrinsic

Extrinsic motivation is motive that active and function because of external stimulating. Naz et al (2020) stated that students with extrinsic motivation caused by various factors such as they learn a language because want to get good grades, want to have a good career and want appreciation by other for their achievement. Extrinsic motivation is something caused by an external environment like good grades, rewards, career, parental approval and appreciation by others.

In extrinsic motivation someone adopts an certain behavior to gain a reward or avoid punishment and includes external benefits such as money, power, fame and others. Good interaction between teacher and students is one of the important points in terms of teaching and learning. Most of students need their abilities to be appreciated and recognized in the classroom. They will be more enthusiastic in learning if the getting support and praise. Getting enthusiastic in learning because of support and praise is include in extrinsic motivation.

C. Motivation and Academic achievement

Lukmani said in Humaida (2012) both intrinsic and extrinsic motivation can effect relatively students achievement. Motivation have an effective role on students academic achievement in general and English language learner in specific (Mat & Yunus (2014). Fontecha and Gallego (2012). As cited in Daif-Allah and Aljumah (2020). Have mentioned that the level of achievement in learning second/foreign language effected by the different goals for learning. Motivation gives energy that encourage an individual to reach certain goals and to keep doing

a task (Naz et al., 2020). Motivation can be expressed as an effort that encourage someone to achieve certain goals.

Many studies found and describe how the factors of motivational factors affect the acquisition of English. Many researchers have pointed motivation is one of the important factors in the language learning succes Rueda and Chen as cited in Khan and Takkac (2021). Motivation considered as one of the basic factors in language learning achievement. Motivation described as internal and external power that encourage to continue an actions until achieved the goal (Daft, 2006) in (Bency, 2019).

D. Motivation in Learning English

Motivation has a great impact on learning process. Motivation determine if the person will pass or fail. Language learning is a process that can obtained both from formal and informal learning situation or individual study (Bopita, 2019).

In other studies summarized that students' motivation is a critical part of success in education or learning. In the process of teaching and learning motivation have a potentiating effect on students learning. Efforts towards improving the quality and effectiveness of teachers is hopefully to improve students' achievement if large numbers of students are unmotivated to learn (Filgona, J, ect 2020)

Previos study Students' Motivation in Learning English (Yulfi & Aalayina, 2021) found that the students were motivated to study English as it gave they satisfaction and develops a particular skill in communicated with other people from different nations by their ability in English, and easy to understand many information in English language such as subculture, news, and the way of

communicated orally or by using social media. While some students are motivated to study English because of their goals, which includes getting an excellent score, passing their English subject, getting a reward, and having a promising profession in the future.

Nduwimana found that low motivation in learning English language is one of the reasons students often fail to reach their potential as English language learning. Selda (2020) add that learning effort of students is considered as extremely important component in learning.

According to previos study, research on motivation to learn English among college students in Sudan, the result showed that students have intrumental motivation in learning English. The research found there was no significant differences motivation on students level, and there was no correlation between students' motivation in learning and age. In another side there was limitation on this research, first, the limited of participant and the sample was only male students. The research conclude that motivation is an important to be successful in second language acquisition.

Another research “differnces in motivation to learning English among saudi university students” ayman sabry (2020) the research analyze and specify the orientation of 247 saudi male and female university students the approaches were descriptive and correlation approaches to investigate the participations' motivations. the result showed that university students have high motivation in learning English and noted that motivation is an important variable in shaping

learners' idea about foreign language. And the result also showed that students of different gender and major had different point of view of English learning.

Based on literature above the researcher wants to examine the motivation to learn English among PBI students of UIN ar raniry. This study focus on what are PBI students motivation in learning English and are there any correlation between their motivation and achievement in English. Researcher consider this is important to examine whether PBI students achievement is influenced by motivation or are there any other reason that affect students achievement.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, a quantitative approach is used. According to Oberiri (2017) Quantitative research related to quantifying and analyzing variables in order to get finding. Quantitative research is the process of collecting and analyzing numerical data. The analysis of numerical data using specific statistical techniques to get answer. Quantitative research is defined as a systematic investigation of phenomena by gathering quantifiable data and performing statistical, mathematical, or computational techniques.

The results achieved from this research are logical and statistical. The data of quantitative represented by tables, charts, graphs, or any other non numerical form. and it makes it easy to understand the data that collected and prove the validity of the research. This study helps the researcher to measure the correlation between motivation and achievement of PBI students in learning English.

B. Participants and Setting

The study conducted in Department of English Education of UIN Ar-Raniry Banda Aceh. The population of this study is students of English department batch 18 a total of 207 students. The sample of this study include 67 students.

The students selected randomly to be respondent. Based on the population mentioned above, the number of sample calculated using the Slovin formula as follows:

$$n = N (1 + N e^2)$$

Notes :

n : number of sample

N : number of population

e: error tolerance

Population N = 207 assuming error tolerance e = 10% and the number of samples are :

$$\begin{aligned} n &= N (1 + N e^2) \\ &= 207 (1 + 207 \times 0.1^2) \\ &= 207 / 3.07 \\ &= 67 \end{aligned}$$

After calculating based on the formula there are 67 respondents in this study.

The researcher used a random sampling technique. This technique provides an equal opportunity for each individual of the population to be respondent. The students selected randomly to be respondent without considering the background of the students.

C. Instrument for Data Collection

Research instruments are tools used to collect, process, analyze and present the data systematically and objectively with the aim of solving a problem or testing a hypothesis. This research used questionnaire as instruments to collect data. Questionnaire means a collection of questions related to a particular topic given to a group of individuals with the aim to obtaining data.

This questionnaire is adopted from the reasearch of Yuniarti & Rosmayanti (2019), which is examines the relationship between students motivation and their learning achievement. The researcher used this questionnnaire because the questionnaire is in line with the objectives of the research.

The questionnaire contains 20 statements and devided into two parts. The first part consisted of 10 items statements asked about extrinsic motivation in learning English. And the second part consist 10 items statements asked about intrinsic motivation in learning English. The quesionnaire with 4 points likert scale answer choices from 4=strongly agree, 3=agree, 2=disagree and 1=strongly disagree.

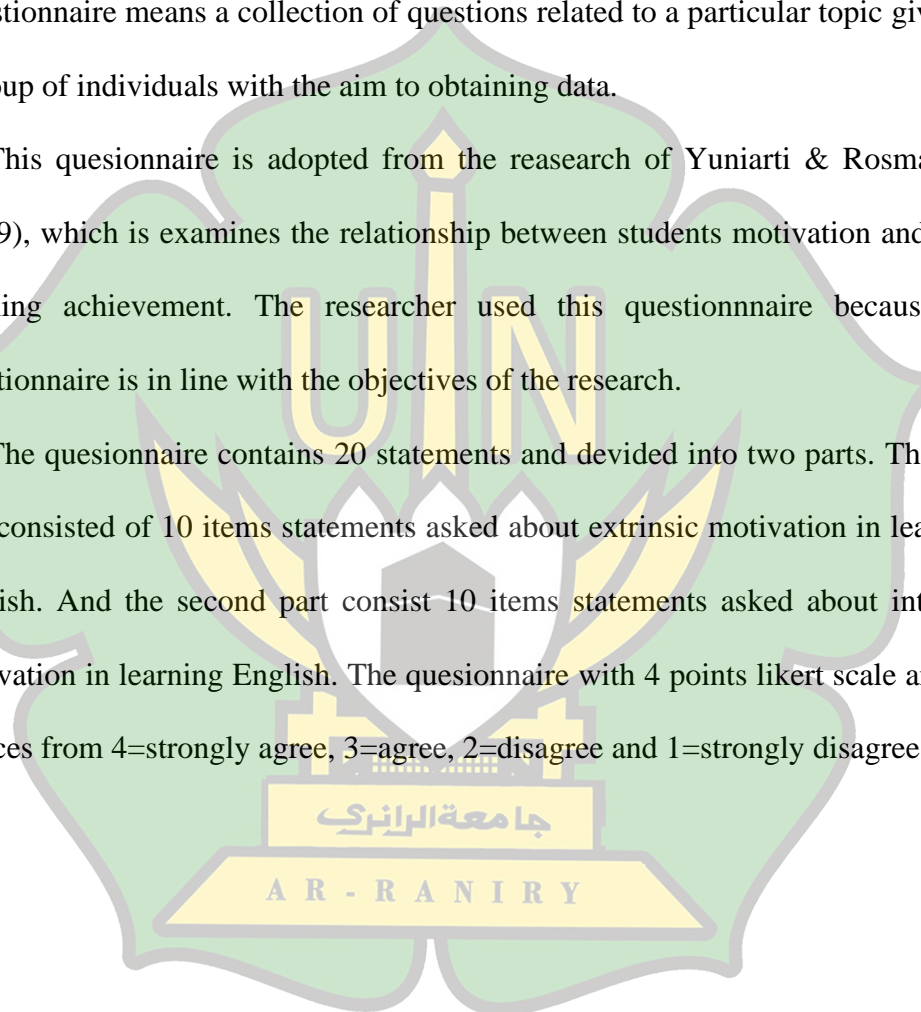


Table 3.1
Questionnaire of Extrinsic Motivation

No	Statement	S	A	D	S D
1.	I learn English because I have to use English in my future career				
2.	I learn English because I want to get good job				
3.	I learn English because I want to get good income.				
4.	I learn English because I want get good grade				
5.	I learn English because I want to further my study				
6.	I learn English because I want to travel to English speaking countries				
7.	My parents consider English as important language to learn				
8.	The knowledge in English can enhance the achievement in various aspects				
9.	Other people will respect me more if I am smart in English				
10.	I learn English because an educated person is supposed to be able to speak English				

Adobted from: Yanuarti & Rosmayanti. The relationship between students' motivation and their learning achievement. 2019

Table 3.2
Questionnaire of intrinsic motivation

No	Statements	SA	A	D	SD
11.	I want to make friends with foreigners (English speaking)				
12.	Learning English make me happy				
13.	I like English movie, video and radio program				
14.	I want to be part of English speaking-groups				
15.	I want to learn about foreigners' lifestyle in English speaking countries				
16.	The more I get to know native speakers, the more I like appreciate them				
17.	I want to learn their culture and various English speaking people				
18.	I want to participate in the activities of other cultural groups				
19.	I want to understand English arts, literatures and history				
20.	I want to understand the relation between languages, cultures and native speakers' lifestyles				

Adobted from: Yanuarti & Rosmayanti. The relationship between students' motivation and their learning achievement. 2019

From the same source, the researcher took the category value in the questionnaire

Table 3.3

Value of category in questionnaire

Category	Value
Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

D. Technique of Data Collection

In the process of collecting data, the researcher communicate with the respondents via online such as WhatsApp or other social media and explained the purpose of this participation and make sure that they want to be respondent in this study and want to provide the information. It was confirmed by the respondents that their participation in this study voluntarily their information and data only used for research purposes. The researcher send a links to respondents containing questions to get the data needed in research.

E. Technique of Data Analysis

Quantitative data is the process to turn raw numbers into meaningful data. Quantitative data analysis include the calculation frequencies of variables and differences between variables. Quantitative approach is usually associated with result evidence to either support or reject hypotheses have formulated in the earlier steps of the research process.

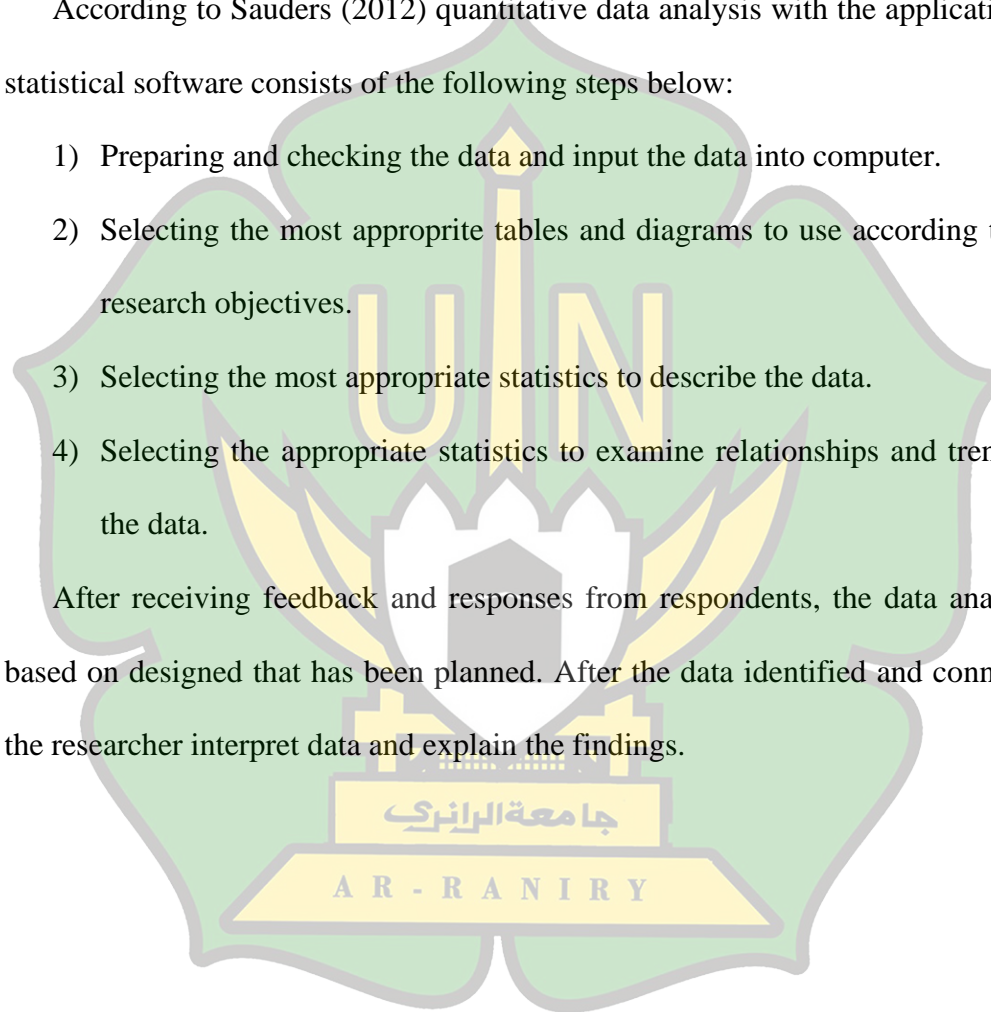
This research used SPSS statistics to analyse the data. SPSS stands for Statistical Package for the Social Sciences. It used for processing and analyzing

data that has statistical analysis capabilities as well as data management systems with a graphical environment. This application is usually used for social sciences only, but subsequent development are used for various disciplines.

According to Sauders (2012) quantitative data analysis with the application of statistical software consists of the following steps below:

- 1) Preparing and checking the data and input the data into computer.
- 2) Selecting the most appropriate tables and diagrams to use according to the research objectives.
- 3) Selecting the most appropriate statistics to describe the data.
- 4) Selecting the appropriate statistics to examine relationships and trends in the data.

After receiving feedback and responses from respondents, the data analyzed based on designed that has been planned. After the data identified and connected the researcher interpret data and explain the findings.



CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter discusses the research findings and discussions based on the result from questionnaire to answer to research questions of this study.

A. Research Findings

This research was conducted in Department of English Education of Uin Ar-Raniry, on 27 may until 7 june 2022. The research used questionnaire to collected data. The population of this study is students of English department batch 18 total of 207 students. Based on the slovin formula with error tolerance level of 10%, there were 67 students who became respondents. The researcher distributed questionnaire link to 67 students but only 33 students responded. After discussed this obtacle to the supervisor, the researcher continued the data analysis processs due to time considerations.

There are several steps in analyzing the data. *First*, validity test. For validity test the researcher used *IBM SPSS Statistics 24*. *Second*, reliability test. For reliability test used *IBM SPSS statistics 24* as well. *Third*, to measure the relationship between motivation and students' achievement the researcher used pearson correlation in IBM SPSS statistics 24.

a. The Validity and Reliability test

1. Validity test

Validity test is a process to measure the validity of an instrument. Validity was tested by correlating the score of the questions/statements with the total score.

Testing the validity by comparing the Pearson correlation value (r -hitung) with r -table. With the following conditions :

r -hitung $>$ r -tabel then the statement declared valid

r -hitung $<$ r -tabel then the statement declared invalid.

The following table is a table of r -tabel values based on statistical provisions:

Table 4.1

Table of supporting the value r -tabel

Df = n-2	One-tail significant value				
	0,05	0,025	0,001	0,005	0,0005
	Two-tail significant value				
	0,1	0,005	0,02	0,01	0,001
31	0,2913	0,3440	0,4032	0,4421	0,5465
32	0,2869	0,3388	0,3972	0,4357	0,5392
33	0,2869	0,3388	0,3972	0,4357	0,5392
34	0,2826	0,3338	0,3916	0,4296	0,5322

In this study, the researcher conducted a validity test by using the following formula:

1) *Steps to determine r-count (r-hitung) value*

- a) Type corr in the column until the formula display appears, then double click in options correlation the double click.
- b) Click fx on the top of table until appears display with options array 1 and array 2. Then fill array 1 with items answer and fill array 2 with total after that click f4 to block the formula then click Ok.

2) *Steps of Validity test*

The steps to prove valid or invalid are as follows:

- a) After filled r-tabel, choose options *IF(logical test)*, click fx until appears display with options logical test value-if-true and value-if-false. Then fill in colom first colom(logical test) with $r\text{-hitung} > r\text{-tabel}$, then in the true colom fill with V and false N(not). Then click Ok.

The results as shown in the table below :

Table 4.2
Validity test

No	Statement	Nilai R hitung	Nilai R tabel	Valid/In valid
1.	I learn English because I have to use English in my future career	0,673	0,286	Valid
2.	I learn English because I want to get good job	0,586	0,286	Valid
3.	I learn English because I want to get good income.	0,453	0,286	Valid
4.	I learn English because I want get good grade	0,575	0,286	Valid
5.	I learn English because I want to further my study	0,654	0,286	Valid
6.	I learn English because I want to travel to English speaking countries	0,534	0,286	Valid
7.	My parents consider English as important language to learn	0,310	0,286	Valid
8.	The knowledge in English can enhance the achievement in various aspects	0,542	0,286	Valid
9.	Other people will respect me more if I am smart in English	0,650	0,286	Valid
10.	I learn English because an educated person is supposed to be able to speak English	0,804	0,286	Valid
11.	I want to make friends with foreigners (English speaking)	0,803	0,286	Valid
12.	Learning English make me happy	0,546	0,286	Valid
13.	I like English movie, video and radio program	0,601	0,286	Valid
14.	I want to be part of english speaking-groups	0,733	0,286	Valid
15.	I want to learn about foreigners' lifestyle in English speaking countries	0,652	0,286	Valid
16.	The more I get to know native speakers, the more I like appreciate them	0,778	0,286	Valid

17.	I want to learn their culture and various English speaking people	0,768	0,286	Valid
18.	I want to participate in the activities of other cultural groups	0,732	0,286	Valid
19.	I want to understand English arts, literatures and history	0,747	0,286	Valid
20.	I want to understand the relation between languages, cultures and native speakers' lifestyles	0,348	0,286	Valid

2. *Reliability Test*

Reliability is a test of the consistency for each statement items in the instrument. This test is carried out by comparing the cronbachs' alpha number obtained from the SPSS calculation results.

Reliability test using IBM SPSS by comparing the cronbach's Alpha. With the conditions below:

If the number of Alpha cronbach's between 0,70 – 0,90 that have high realibility

If the number of Alpha cronbach's 0,50 – 0,70 then called moderat.

And if the number of Alpha cronbach's < 0,50 then the realibility is low.

The steps for testing reliability are as follow :

In IBM SPSS, reliability tests can be performed on the Analyzed menu – go to Scale – then select Reliability Analysis. Enter all items accept the total and click Ok. The result showed in the table bellow:

Case Processing Summary

		N	%
Cases	Valid	33	100,0
	Excluded ^a	0	,0
	Total	33	100,0

a. Listwise deletion based on all variables in the procedure.

Figure 4.1 Summary of reliability test

From the output data above, showed the number of respondents (N) analyzed in SPSS was 33 respondents. And 100% answer filled in by the respondents and no data empty.

Reliability Statistics

Cronbach's Alpha	N of Items
,911	20

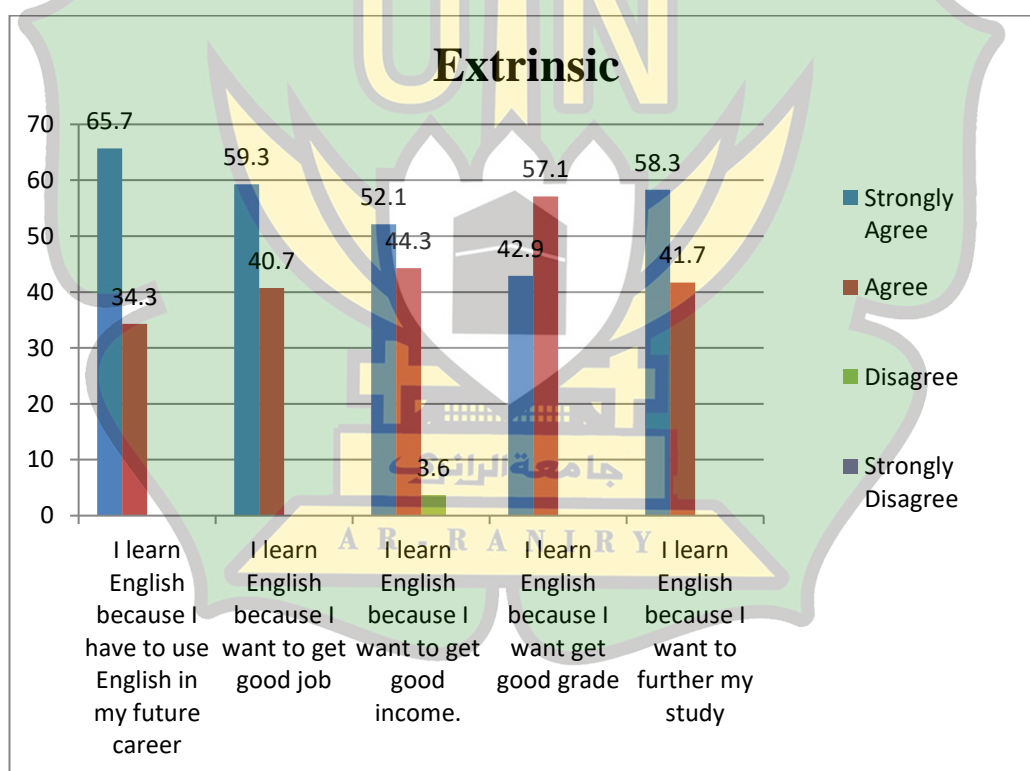
Figure 4.2 Reliability test

From the output data above found that the number of statements that analyzed in SPSS was 20 statements with value of cronbach's alpha 0,911. From the table, it can be concluded that the items of statements was realiable.

b. Table Extrinsic and Intrinsic Motivation

There are two main forms of motivation that are intrinsic and extrinsic motivation. Intrinsic motivation is something related to inner behavior such as want and desire. While extrinsic motivation is motive that active and function because of external stimulating.

The answer from respondents are presented in the diagram. The diagram below showed the answers from respondents based on extrinsic and intrinsic motivation:



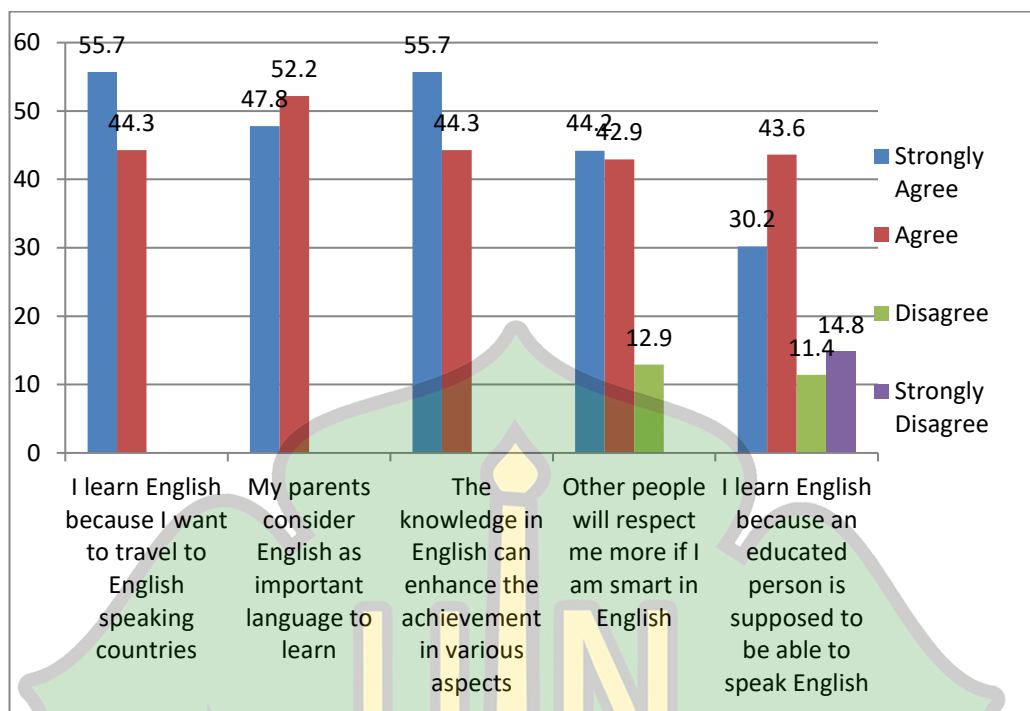
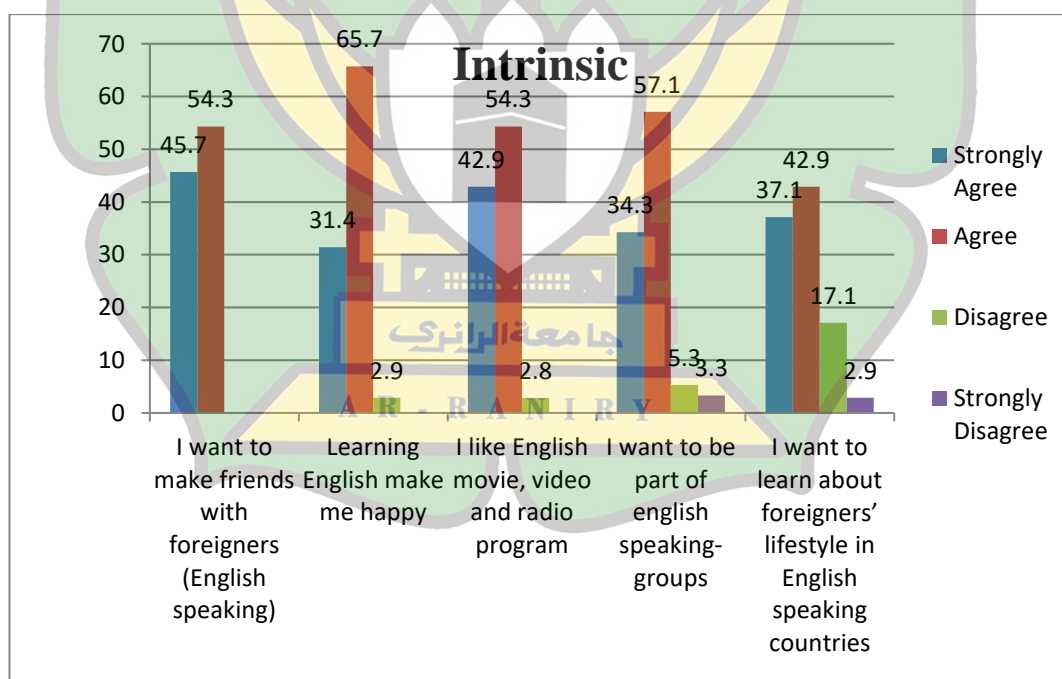


Figure 4.3 Percentage of extrinsic motivation



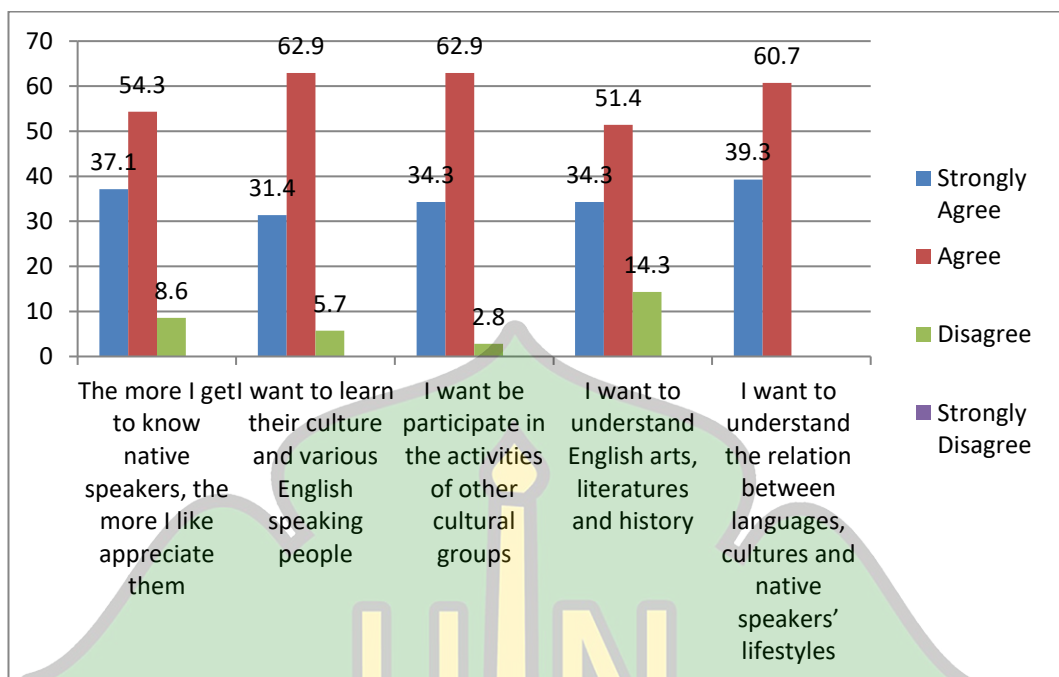


Figure 4.4 Percentage of intrinsic motivation

The diagram above showed the answers from respondents based on extrinsic and intrinsic motivation. As previous explanation the questionnaire divided into two parts, that are extrinsic and intrinsic motivations' statements. There are 10 statements of extrinsic motivation and 10 statements of intrinsic motivation. From the diagram we can find out the percentage of answers from respondents for each statements.

Table 4.3

Percentage of extrinsic motivation statements

Statements	SA	A	D	SD
Items 1	65,7%	34.3%	-	-
Items 2	59.3%	40.7%	-	-

Items 3	52.1%	44.3%	3,6	-
Items 4	42.9%	57.1%	-	-
Items 5	58.3%	41.7%	-	-
Items 6	55.7	44.3%	-	-
Items 7	47.8%	52.2%	-	-
Items 8	55.7%	44.3%	-	-
Items 9	44.2%	42.9%	12,9%	-
Items 10	30.2%	43.6%	11.4%	14,8

Note: SA=Strongly Agree, A= Agree, D=Disagree, SD=Strongly Disagree

Frequency counting of items 1 to 10 presented in table, showed the response of extrinsic motivation in learning English. The results showed that (SA 65.7% A 34.3%) response that they learn English because English use in future career. Most of students believe that English support their career in the future. No one of them remained disagree response for this items statement.

For items 2 (SA 59.3% A 40.7%) respondents feel that they want to learn English because they think it easier to get job with English skills. With regard to item 3 (SA 52.1% A 44.3% D 3.6%) most of respondents learn English because they expected to get good income with English skills. Item 4 (SA 42.9% A 57.1%) response showed that they learn English because they want to get good grade. It is seen in the table relating to item 5 the response of respondents (SA 58.3% A 41.7%) that they want to learn English because they want to further their study in English countries. No one of them found to disagree with this item statement.

Responses for item 6 (SA 55.7% A 44.3%) respondents answered that they learn English to travel to English speaking countries, there is no one respondents disagree for this item statement. Item 7 (SA 47.8% A 52.2%) some students agree that they learn English because their parents consider English as important language to learn. On item 8 (SA 55.7% A 44.3%) responses that they learn English because they feel that the knowledge in English can enhance the achievement in various aspects, they believe that English helps them in learning knowledge in various aspects.

The responses for item 9 (SA 44.2 % A 42.9% D 12.9%) respondents agree that other people will respect more if someone smart in English, respondents agree that people who can speak English have good images, but a very few of them disagree to this item statement. And last item of extrinsic statements is item 10, learn English because an educated person is supposed to be able to speak English. The responses (SA 30.2% A 43.6% D11.4% SD 14.8%) .

Based on the results there are 65.7% respons strongly agree to statements *I learn English because I have to use English in my future career*. This is the highest percent of the ten extrinsic statements. It can be said that students' extrinsic motivation in learning English is students believe that English support their future careers.

Second, the discussion is about intrinsic motivation statements, the percentage respons showed in the table below :

Table 4.4
Percentage of intrinsic motivation statements

Statements	SA	A	D	SD
Items 11	45.7%	54.3%	-	-
Items 12	31.4%	65.7%	2.9%	-
Items 13	42.9%	54.3%	2.8%	-
Items 14	34.3%	57.1%	5.3%	3.3
Items 15	37.1%	42.9%	17.1%	2.9
Items 16	37.1%	54.3%	8.6%	-
Items 17	31.4%	62.9%	5.7%	-
Items 18	34.3%	62.9%	2.8%	-
Items 19	34.3%	51.4%	14.3%	-
Items 20	39.3%	60.7%	-	-

Note: SA=Strongly Agree, A= Agree, D=Disagree, SD=Strongly Disagree

Frequency counting of the items 11 to 20 presented in the table above, showed the responses of intrinsic motivation statements.

Item 11 (SA 45.7% A 54.3%) we can see that the majority of respondents agree to this item 11 communicated with foreigners and no found to disagree with this statement. With regard to the item 12 (SA 31.4% A 65.7% D 2.9) they learn English because they feel happy in learning, some respondents think that learning English is a pleasure. For item 13 (SA 42.9% A 54.3% D 2.8%) they want to learn

English because they like to watch English TV program until they have an interest in learning English. Item 14 (SA 34.3% A 57.1% D 5.3% SD 3.3%).

Item 15 (SA 37.1% A 42.9% D 17.1% SD 2.9%) it is shown that the respondents learn English because they admire foreigners' lifestyle in English speaking countries. A very little of them disagree to this statement. Item 16 (SA 37.1% A 54.3% D 8.6%) respondents learn English because they are interested to know the native speaker. Item 17 (SA 31.4% A 62.9% D 5.7%) they want to learn English to know the culture of the English-speaking countries a very little percentage of them are reported to disagree with the perception.

Likewise, with regard to the Item 18 (SA 34.3% A 62.9% D 2.8%) they want to learn English because they have interest to participate in the activities of English speaking countries cultural groups. Item 19 (SA 34.3% A 51.4% D 14.3%) they learn English because they are interested to understand English arts, literatures and history. About Item 20 (SA 39.3% A 60.7%) respondents learn English because they want to understand the relation between languages, cultures and native speakers' lifestyles.

In intrinsic statements, the highest response was 45.7% for statement *I learn English because I want to make friends with foreigners*. It can be said that students' intrinsic motivation in learning English is because they want to communicate with foreigners.

The total of answers based on extrinsic and intrinsic motivation is shown in the following diagram :

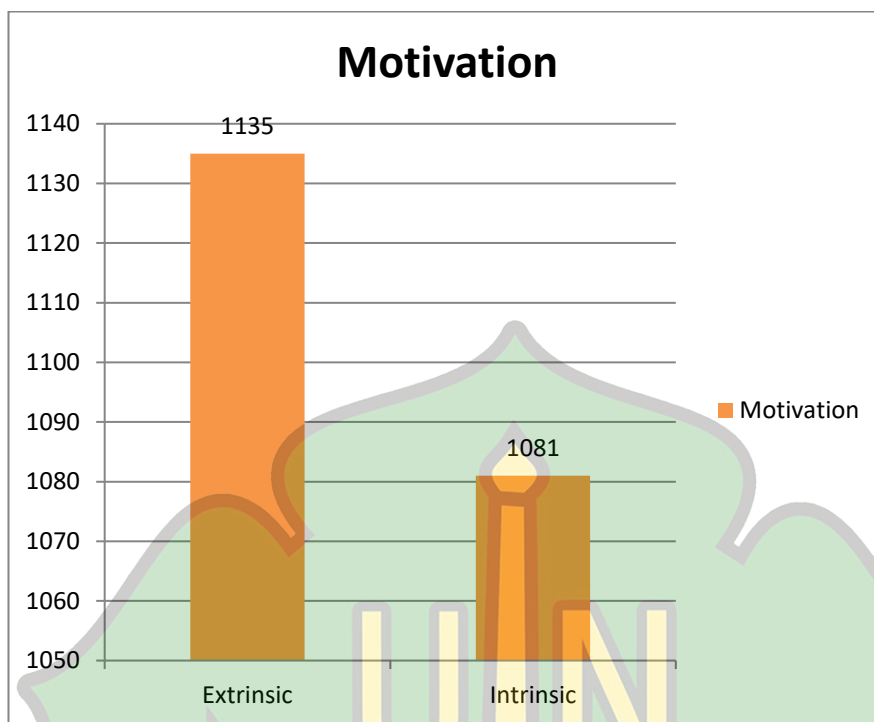


Figure 4.5 Extrinsic and intrinsic motivation

From the diagram above, it showed that the total of extrinsic motivation is higher than the intrinsic motivation.

c. The Correlation between Motivation and Achievement

To measure the correlation between motivation and achievement, the researcher calculated the total of answer from respondents and a list of respondents IPK used pearson correlation in IBM SPSS. The result showed in the table below :

Correlations

		Motivation	Achievement
Motivation	Pearson Correlation	1	,021
	Sig. (2-tailed)		,908
	N	33	33
Achievement	Pearson Correlation	,021	1
	Sig. (2-tailed)	,908	
	N	33	33

Figure 4.6 Correlation of motivation and achievement

Based on the 'table there are any positive relationship between students' motivation and their learning achievement. The pearson correlation 0,021 and the criteria is less correlation. Seen from the correlation below:

According to Correlations degree

Pearson Correlation Value 0.00 s/d 0.199 = No Correlation

Pearson Correlation Value 0.021 s/d 0.40 = Less Correlation

Pearson Correlation Value 0.041 s/d 0.60 = Medium Correlation

Pearson Correlation Value 0.061 s/d 0.80 = Strong Correlation

Pearson Correlation Value 0.081 s/d 1.00 = Perfect Correlation

Source : www.spssindonesia.com

B. Discussion

First the discussion is about extrinsic motivation statements, Based on extrinsic statements, the highest response was 65.7% respondents strongly agree to statements *I learn English because I have to use English in my future career*. This is the highest percent of the ten extrinsic statements. It can be said that students' extrinsic motivation in learning English is students believe that English support their future careers.

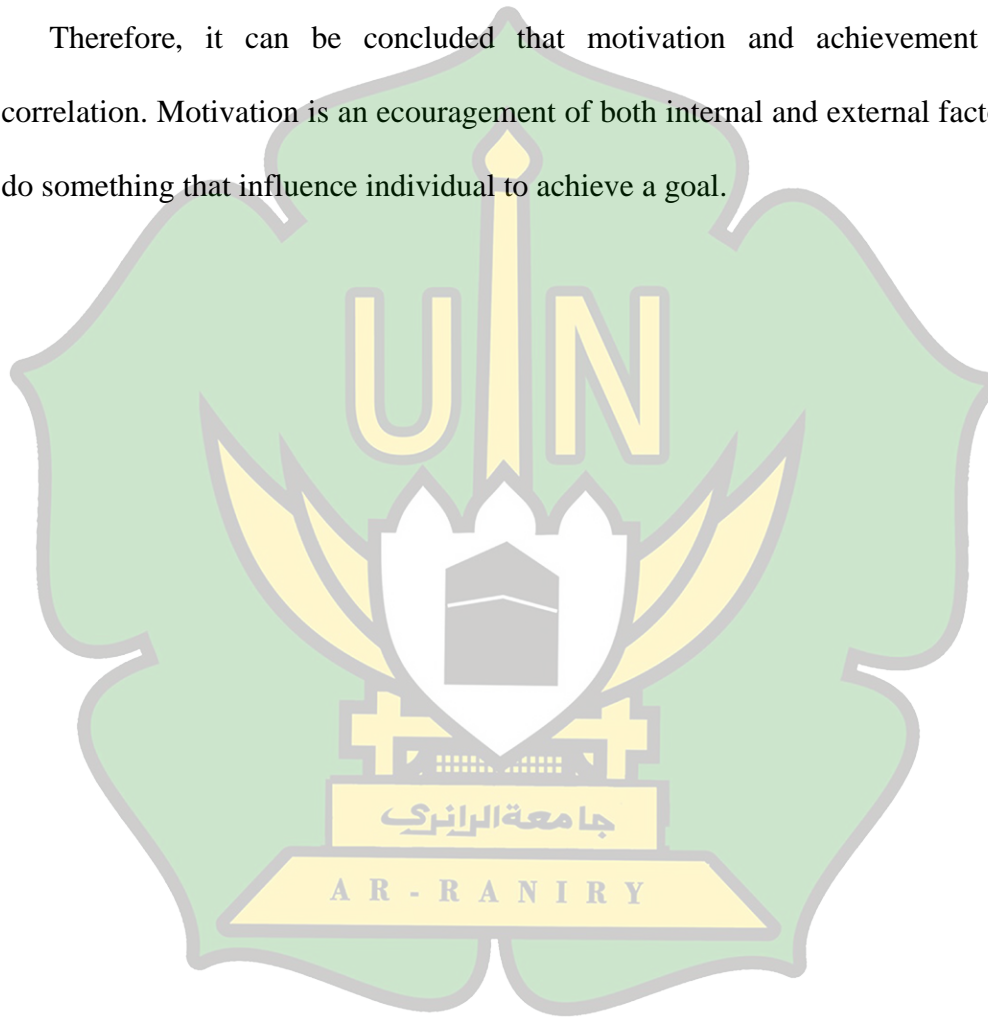
In intrinsic statements, the highest response was 45.7% for statement *I learn English because I want to make friends with foreigners*. It can be said that students' intrinsic motivation in learning English is because they want to communicate with foreigners.

Based on the results respondents showed a higher rated of extrinsic motivation than intrinsic motivation, with the reason they believed that English will support their future careers. Previous study: Intrinsic and extrinsic motivation for learning English as a foreign language found the same thing that "respondents showed a high degree of extrinsic motivation. A possible reason for this could be that they believe English will form the basis of their future careers, secure job opportunities, etc". (Alexsandra & Nina, 2014 p.35)

Based on the pearson correlation there is positive relationship between students' motivation and students' learning achievement. The value of pearson correlation is 0.021. it was answered the hypothesis of this study: *There is correlation between students' motivation and students' learning achievement*. The hypothesis is accepted that there is correlation between students' motivation and their learning achievement.

This result was mentioned in previous study: *The relationship between students' motivation and their learning achievement*, found that there was a significantly positive relation between students' motivation and their learning achievement (Rosmayanti & Yuniarti, 2018).

Therefore, it can be concluded that motivation and achievement have correlation. Motivation is an encouragement of both internal and external factors to do something that influence individual to achieve a goal.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusion and suggestion of the study.

A. Conclusions

Based on the results of this research, there are conclusions to answer the research objectives. There are :

1. From the results in this study, it can be concluded that PBI students have the higher extrinsic motivation than intrinsic in learning English. Most of students assumed that English will supports their future careers, and considered English is important to get a better job and as a requirement continue education in other country.
2. The results of this study showed that there was positive correlation between students' motivation and their learning achievement. With the pearson correlation value 0,021.

B. Suggestions

From the research results, the researcher considered the following suggestions :

a) *For Teacher*

1. Teacher should motivated students in learning.
2. Teacher should appreciated and recognized students' abilities.

b) For Students

1. Students should be consistent on their learning goals
2. Students should have a supportive environment in learning.



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APPENDICES

APPENDIX A

Appointment letter of Supervisor

SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
 Nomor : B-18619/UN.08/FTK/KP.07.6/12/2021

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

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. 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 23 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 295/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 2013, 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 12:00:00 AM

MEMUTUSKAN

Mencatatkan PERTAMA : Menunjuk Saudara:

1. Dr. Nashriyah, M.A. Sebagai Pembimbing Pertama

2. Siti Khasinah, S. Ag., M. Pd. Sebagai Pembimbing Kedua

Untuk membimbing Skripsi:

Nama : Raudhatul Umi,

NIM : 170203127

Program Studi : Pendidikan Bahasa Inggris

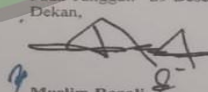
Judul Skripsi : Motivation and Achievement of PBI Students in Learning English

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2020, No.025.04.2.423925/2020, tanggal 12 November 2019.

KETIGA : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2021/2022

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: 29 Desember 2021
 Dekan,


 Muslim Razali

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);

2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;

APPENDIX B

Recommendation Letter of Conducting Research from The Faculty Of Education and Teacher Training



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
 Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
 Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-6238/Un.08/FTK.1/TL.00/05/2022
 Lamp : -
 Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,
 Ketua Prodi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan Uin Ar-Raniry
 Banda Aceh

Assalamu'alaikum Wr.Wb.
 Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **RAUDHATUL ILMI / 170203127**
 Semester/Jurusan : X / Pendidikan Bahasa Inggris
 Alamat sekarang : Gampoeng Baet Mesjid, Kec. Suka Makmur, Kab. Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***Motivation and Achievement of PBI Students in Learning English***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 27 Mei 2022

an. Dekan

Wakil Dekan Bidang Akademik dan
 Kelembagaan,



A R - R A N I R Y

Berlaku sampai : 27 Juni 2022

Dr. M. Chalis, M.Ag.

APPENDIX C

Confirmation Letter from English Department Education of UIN Ar-Raniry



APPENDIX D

Questionnaire of Extrinsic Motivation

No	Statement	S	A	A	D	S	D
1.	I learn English because I have to use English in my future career						
2.	I learn English because I want to get good job						
3.	I learn English because I want to get good income.						
4.	I learn English because I want get good grade						
5.	I learn English because I want to further my study						
6.	I learn English because I want to travel to English speaking countries						
7.	My parents consider English as important language to learn						
8.	The knowledge in English can enhance the achievement in various aspects						
9.	Other people will respect me more if I am smart in English						
10.	I learn English because an educated person is supposed to be able to speak English.						

Questionnaire of Intrinsic Motivation

No	Statements	SA	A	D	SD
11.	I want to make friends with foreigners (English speaking)				
12.	Learning English make me happy				
13.	I like English movie, video and radio program				
14.	I want to be part of English speaking-groups				
15.	I want to learn about foreigners' lifestyle in English speaking countries				
16.	The more I get to know native speakers, the more I like appreciate them				
17.	I want to learn their culture and various English speaking people				
18.	I want to participate in the activities of other cultural groups				
19.	I want to understand English arts, literatures and history				
20.	I want to understand the relation between languages, cultures and native speakers' lifestyles				

