

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

The English language has long been thought of as a universally active language. Learners of the English language consider it a personal skill. As a result, many people nowadays should be able to speak in English. Nowadays, the Department of Education takes it in National Curriculum and also take this language as one of the compulsory subjects of the formal Education that must be learned by all students in Indonesia, from the Elementary School up to the University. For Senior High School, the KTSP Curriculum of 2006 (Department Pendidikan Kebudayaan, 2006) states that, “The main goal of teaching English is to develop the four basic skills; listening, speaking, reading, and writing. The language components such as structure, vocabulary, pronunciation, and spelling could be taught to support the development of the four skills”. Because of the differences in structure, pronunciation, and other factors, learning English as a foreign language is more difficult than learning Indonesian language.

In the process of learning, motivation can be said as an inner drive to achieve learning activity so the purpose of the subject learning can be maintained in educational environment; motivation is one of the very important factors to encourage a learner to learn more rapidly and effectively. The motivation may come from the learners themselves that is the intrinsic, or outside of the learners, that is, the extrinsic. For those who have intrinsic motivation, they will have strong responsibility to learn. 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. On the contrary, for those who have extrinsic motivation, their enthusiasm to study depends on the conditions outside themselves.

As mentioned by Hayikaleng, Nair & Krishnasamy (2016), motivation is regarded as an important component to make students success in their English learning. 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 (Alizadeh, 2016). Besides that, Tambunan & Siregar (2016) also states that motivation and educational achievements as reflected in grade point average are positively correlated at all levels of schooling, elementary through college. From a whole explanation above can be illustrated that motivation is the combination of attempt plus desire which gives the reasons for people's actions, desires, and needs to obtain the objective of learning towards an objective. According to Lai (2011), motivation refers to reasons that underlie behavior that is characterized by willingness and volition. Motivation involves a constellation of closely related beliefs, perceptions, values, interests, and actions However, by getting motivation students will be spirited in learning, so they will be motivated to study English well. And Teachers should be aware of significance of motivation in learners' language learning and through some changes they can help learners increase their motivation in learning (Alizadeh, 2016).

Through study of learning theories and their historical development, teacher should gain insight into the harmonies and conflicts that prevail in present educational theory (Kusumawati, 2014). Unfortunately, motivation from students in Indonesia is

still in the low degree because sometimes they have lacks of confidence. It is because sometimes the teachers do not comprehend about their students' feeling about English. So that, it is useful to help the reader especially the teacher to discover about how big the student's motivation are and to know about their reason about it. Because, without desire to learn, it is very difficult for learners to gain effective learning (Alizadeh, 2016). It can be argued that teachers must be aware of significance in motivating the students and intensifying their motivation.

Motivation is energy of students which comes from inside or outside encouraging them to do something. 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.

As emphasis by Dornyei (2001), "teacher skills in motivating learners should be seen as central to teaching effectiveness" The early attempt to understand the impact of motivation on English language learning stems from the field of social psychology (Gu, 2009). This research paper analyses the impact of motivation on English language learning in terms of the various motivational theories.

Improving student achievement requires more than a learning technique. Students should be encouraged to use strategies and to organize their thoughts and efforts. As a result of the previous explanation, it can be concluded that motivation plays a significant part in teaching and learning. It can have an impact on students'

academic performance and achievement. It also has an impact on a student's learning success or failure. Motivation plays an important role in improving students' gaining knowledge in a learning strategy. and the teacher must be careful when select a strategy to be used during the teaching and learning process.

Thus, this research is to find out significant Correlation between Students' Motivation and Their Achievement in Learning English at Eighth Grade Students of SMPN 1 Payangan Year 2022/2023.

### **1.2 Research Problem**

According to the background of the study, the research problem can be formulated in the form of a question as follows: "Is there any Correlation between Students' Motivation and Their Achievement in Learning English at Eighth Grade Students of SMPN 1 Payangan Year 2022/2023.

### **1.3 Objective of the Study**

The main objective of the study is to find the solution of the research problem. There is the primary objective of the study is the significant Correlation between Students' Motivation and Their Achievement in Learning English at Eighth Grade Students of SMPN 1 Payangan in Academic Year 2022/2023.

### **1.4 Limitation of the Study**

To avoid the study being too aboard, the researcher focused on Correlation between Students' Motivation and Their Achievement in Learning English. The main

goal of teaching English is to develop the four basic skills; listening, speaking, reading, and writing. The language components such as structure, vocabulary, pronunciation, and spelling could be taught to support the development of the four skills. As a foreign language, learning English is not as easy as learning Indonesian, because it has a different structure, pronunciation, etc. However, all languages have the same four skills to master. These four skills are the basic components in mastering Language Communication. Therefore, the main goal of teaching and learning English is that students can communicate with other people either in spoken or written form using the language they have learned.

### **1.5 Significance of the Study**

This study aims to figure out the Correlation between Students' Motivation and Their Achievement in Learning English at Eighth Grade Students of SMPN 1 Payangan Year 2022/2023. In relating to the objectives, the uses of this research are

Theoretically and Practically, Theoretically is the findings of the research are expected to support one of the theories on Students' Motivation and Their Achievement, meanwhile Practically, the result of this research are expected to be beneficial As contribution to the further education research development and As information and reference for English teacher in developing students' motivation.

This research was expected to be useful information for many people in learning process, such as:

- a. Teacher: The finding of the research was expected to give a meaningful contribution for teacher to have more skill and pay attention toward students' motivation.
- b. Students: The students can reach good understanding of subject based on situation of the class that supports teaching learning process. And the result, students can get a good achievement.
- c. The next researcher: The result of this research can be used as references for the next researcher and it is also hoped to motivate the writer of becoming a professional teacher in the future.

## **1.6 Definition of Key Terms**

The present study aims to figure out about the correlation between language learning strategies and motivation of the students. The researcher needs to operationally define the key terms used in this study to avoid misunderstandings. There are two key terms provided in this study to make sure the readers have clear insights into this study. The key terms are language learning strategies and motivation are:

Motivation and Students Achievement

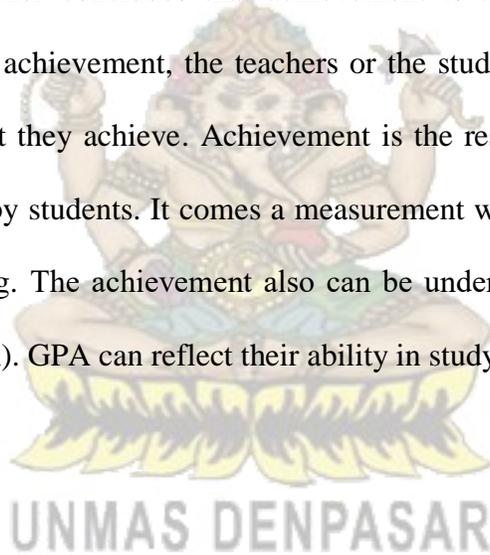
### **1.6.1 Motivation**

Motivation has been broadly recognized by scholars, researchers, and teachers as one of the major variables that determine the level and success of second language learning of the students in Learning English. Motivation is one of the most important factors that will influence students' English achievement. 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 SMP Negeri 1 Payangan. In this study, there are two types of motivation that can influence students' achievement in studying the English language extrinsic or intrinsic.

### **1.6.2 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. Achievement is the result of an activity that has been done, created by students. It comes a measurement whether the student success of failure in learning. The achievement also can be understood the students' Grade Point Average (GPA). GPA can reflect their ability in studying.



## **CHAPTER II**

### **THEORITICAL AND EMPERITICAL REVIEW**

#### **2.1 Theoretical Review**

The research was conducted using the theoretical frameworks mentioned follows, which were collected from scholars. Based on the researcher's relevant theoretical reviews, there are a several key topics that need to be described and discussed. In addition, the researcher discussed several theoretical reviews relevant to the study, such Students' Motivation and Their Achievement.

##### **2.1.1 Definition of Motivation**

Motivation is very important in teaching and learning process. 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 goals.

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 learning English.

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. Brown (2001: 72) divides the definition of motivation into two, based on the schools of psychology. They are behaviorist definition and cognitive definition. Behaviorists stress on the role of rewards and perhaps punishments in motivating behavior. Cognitive definition places the focus on how individual's conscious attitude, thoughts, beliefs, and interpretation of events influence behavior: it's how mental processes are transformed into actions.

Brophy (2004: 3) says that motivation is a theoretical construct used to explain the initiation, direction, intensity, and persistence of behavior, especially goal-directed behavior. Santrock (2011: 38), also defined that "motivation involves the processes that energize, direct, and sustain behavior." Schunk (2008: 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.

Motivation can be divided into two types. These motivations 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: 441), defines extrinsic motivation as below: "Extrinsic motivation involves doing something to obtain something else. Motivation can be stated as extrinsic motivation in condition of external influenced. It is the same as Alderman says. Alderman (2004: 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. Because, without desire to learn, it is very difficult for learners to gain effective learning (Alizadeh, 2016). It can be argued that teachers must be aware of significance in motivating the

students and intensifying their motivation. Related to their motivation, they can be distinguished in two types of motivations, those are:

### 1. Integrative Motivation

Integrative motivated is the condition when the learners want to learn the target language so that they can better understand and get to know the people who speak the language and mix up in their culture (Rehman, et al., 2014). 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 from this motivation would be the desire to know as much as possible of the target language community (English).

### 2. Instrumental Motivation

Integrative motivation describes learners who want to integrate themselves into the culture of the second language group and become involved in social interchange in that group (Alizadeh, 2016). 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: 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: 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. How the teacher to apply motivation the classroom is the teacher can give award, by doing this can be a positive because it can foster creative and spirit to compete healthy. Giving the award as an attempt coaching motivation not always should be tangible or goods but can also in the form of praise and reward in the form of the material.

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

having their own influences to make motivation exist. Due to the existence of motivation, the successful learning can be achieved.

Schunk (2008: 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: 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 concluded 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.

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.

a. 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.

b. 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.

c. 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.

d. 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.

e. 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.

a. 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. 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.

b. 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 be 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.

### 2.1.2 Definition of Achievement

Achievement tests are used to assess what students have learnt or the level of ability they have attained. It leads the researcher to the conclusion that the accomplishment test is the best technique to evaluate students' learning progress. Achievement tests provide teachers with proof of the students' growth in the classes they have instructed.

The researcher also gets another theorist that “achievement refers to school based learning, while ability and aptitude refer to broader learning acquired mostly

through non-school 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 tests are used to assess the success of education programs and spot students who may have learning problems. Therefore, accomplishment tests are the measurement instrument that teachers use with their students to assess how their process of learning is going. The teachers can also evaluate what challenges the students are facing during the testing procedure. Accordingly, success is the level of competence 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.

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.

### 2.1.3 The Correlation between Motivation and Achievement

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 Banshee did research on 70 outstanding students including English and non-English major from seven key colleges 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.

Besides, Wolters (2004, p.247) in 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 with strong desire and eagerness.

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## **2.2 Empirical Review**

To improve student achievement, a learning plan is insufficient. Students should be encouraged to adopt techniques and to organize their thoughts and efforts. Several studies on language were conducted by some researchers. Students' learning strategies and motivation.

The study's title is "The Relationship between Students' Motivation and Their Achievement in Studying the English Language," according to Paramitha (2017). Based on the finding that there is a substantial connection between students' motivation

and their English language academic institution. The Pearson Product Moment formula was used to analyze both variables, and the result was  $r = 0.907$ . It suggests that the gravity of connection in this study is at an extremely high level. The finding also demonstrates that whereas  $H_0$  is rejected,  $H_a$  is accepted, indicating that there is a strong link between student motivation and achievement. The effect of students' motivation on their achievement is 82.25 percent.

Related to findings as stated above, no different way with this research, where the research is the correlation between language learning strategies and students' motivation in English at eight grade SMP Nasional Makassar. Based on some researches, the equation of the difference, namely the research on focus of the language learning strategies and level intrinsic, extrinsic as a second language. There are also be equally students' motivation but focus on vocabulary in English language learning. While the researcher will be focus on the language learning strategies and students' motivation to enhance the learning process.

According to Asty (2019), the title of the research is "The Correlation between Language Learning Strategies ( LLS ) and Motivation of Students in English Learning at Eighth Grade of SMP Nasional Makassar" The researcher concluded that the language learning strategies especially metacognitive strategies correlated the students motivation intrinsic in English learning because in language learning strategies especially metacognitive have three stage in English learning include centering, arranging and planning. From the result above the researcher got that table;  $> 0.400$  that means there is positive correlation between language learning strategies especially

metacognitive strategies and motivation of the students especially intrinsic motivation in English learning at Eighth Grade of SMP Nasional Makassar.

The finding of this research revealed that motivation is one of the main determining factors of success in developing language learning strategies in the class. Where learning strategy is not improved students' achievement. Students should be motivated to use strategies, and organize cognitions and their efforts. Therefore, based on the explanation, 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. In a learning strategy, motivation is highly influential in improving the knowledge of the students in learning. And the teacher should be careful in choosing a strategy that will be use when the teaching and learning process.

Nurhidayah (2019), The study's title is "Reexamining the Correlation between Students' Motivation and Their Writing Achievement Students" motivation in learning writing skill is in a good criterion. There are six criteria, they are poor, enough, moderate, good, very good, and excellent. A good criterion is obtained from the average motivation score of the sample class. The average score is obtained 102.68 score. In addition, the finding shows that most of the students are dominant on the intrinsic motivation. As the university students, they are more responsible, independent and autonomous learners. After graduating from university, they will face the work's life. Hence, it is so reasonable if they are dominant on intrinsic motivation.

Related to findings as stated above, there are some students who obtain good motivation score, but they cannot obtain good writing score. On the contrary, some

students obtain poor motivation score, but they can get good writing score. Having a high either intrinsic or extrinsic motivation is not sufficient for students to obtain good writing score. Motivation cannot solely affect the writing achievement. Based on those findings, the students' interest to learn writing skill should be increased. Besides, their problem on vocabulary, mechanics, and language mastery should be solved. The solution of these problems should be found to get writing success.

### **2.3 Hypothesis**

Hypothesis is a prediction about the results that will be found from a research project. In addition, hypothesis is usually based on theoretical expectations about how things work and scientific evidence from existing research. Based on the researcher's relevant theoretical reviews, there are a several key topics that need to be described and discussed. The hypothesis in this study stated in the following statement.

1. Alternative Hypothesis ( $H_a$ ): There is a significant Correlation between Students' Motivation and Their Achievement in Learning English at Eighth Grade Students of SMPN 1 Payangan academic Year 2022/2023
2. Null Hypothesis ( $H_0$ ): There is no Correlation between Students' Motivation and Their Achievement in Learning English at Eighth Grade Students of SMPN 1 Payangan academic Year 2022/2023