THE CORRELATION BETWEEN MOTIVATION AND ACHIEVEMENT OF SIXTH YEAR PUPILS AT SDN INPRES 3 BIROBULI IN LEARNING ENGLISH

Sari Wulandari

Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Palu

E-mail: *rhiewoel@gmail.com*

ABSTRACT

This research was a correlation study with two variables – variable X standing for motivation and variable Y standing for achievement. The purpose of this study was to find out is there any positive correlation between motivation and achievement in leraning English especially for the pupils of grade six at SDN inpres 3 Birobuli. The data were collected by using documentation and questionnaire. Then, they were analyzed descriptively. Through questionnaire and pupils' learning result, it was found that the level of correlation between variable X and Y was *strong enough*, there was positive correlation between variable X and Y since the value of r-counted (0,475) was higher than the value of r-table (0,235). Meaning the higher motivation they get the better achievement they have.

Key words : *correlation, motivation, learning*.

INTRODUCTION

Learning English is not easy for pupils who live in the country in which English is taught as a foreign language. In the process of learning, we can find that many pupils are successful while some others are not. It can be seen from their learning achievement. The question that may arise around us is why some pupils are successful while others are not even though they are learning in the same circumstance, place, and taught by the same teacher. English learning process can be influenced by internal and external factors.

The internal factors consist of physiological and fatigue limitation of the learners. The physiological factors include their health and physical defects, the psychological factors are IQ (intelligence), interest, attention, aptitude, motivation, readiness and maturity while the fatigue factors include physical exhaustion and spiritual exhaustion.

Another factor that influences the English learning process is external factors such as: the parents' education, family situation, and economy, the relationship of member of family, parents' understanding, care and control and cultural background. The school factors such as: method, curriculum, the relationship between the teacher and the pupils, school discipline, school instrument, school schedule, standard of lesson, situation of building, learning method, and home assignment. The society factors include pupils's activity in the society such as taking English course and joining group of discussion.

The result of the teaching learning process can be seen from the pupils' academic achievement. Academic achievement is a result which has been achieved by an individual after he or she accomplished some evaluation and assignment. It can be concluded that academic achievement is the result which has been achieved by someone after he or she followed certain subject at school. There are several factors affecting pupils' achievement in learning English, mmotivation is one of them. Where motivation is a word used to a general influence of an individual to act in learning process. We have to understand that when someone begins to learn something new especially English language, he/she need more motivation to make them more spirit. Because English is difficult, so in learning it the pupils needs support from whole their environment.

Research Question

The researcher wants to inverstigate pupil's motivation aspect toward learning English and its influence on their English achievement. Therefore the research question of this research is formulated as follows: "is there any positive correlation between motivation and achievement in learning English of the sixt year pupils at SDN inpres 3 Birobuli?"

METHODOLOGY

This research was *correlation research.* Correlation design was procedures in quantitative research in which inverstigator measure the degree of relationship between two or more variable using the statistical procedures of correlational analysis. The purpose of this study was to find out is there any positive correlation between motivation and achievement in learning English especially for the pupils of grade six at SDN Inpres 3 Birobuli. The data were collected by using documentation and questionnaire. Then, they were analyzed descriptively.

FINDING AND DISCUSSION

The description of the data presented according to the procedures or instrument used; the documentation and questionnaire. All the data were analyzed by categorizing, comparing and synthesizing. All the data from different instruments were crossed checked in order to get trustworthiness.

Pupils' English result documentation taken from pupils' rapports. Pupils' score in their rapports were their result of learning. The pupils' score could be seen in the table 1.1 and 1.2 below

Table 1.1 : The pupils learning result in English (with KKM:75

Class six A

No	Initial	English Score (result)	Success/failed
1.	Muh	77	Successful
2.	And	75	Successful
3.	Mar	79	Successful
4.	Moh	80	Successful
5.	Mut	80	Successful
6.	May	75	Successful
7.	Aan	77	Successful
8.	Ach	77	Successful
9.	Stev	78	Successful
10.	Ard	83	Successful
11.	Dim	75	Successful

12.	Rah	76	Successful
13.	Sol	80	Successful
14.	Rah	80	Successful
15.	Wah	77	Successful
16.	Khof	85	Successful
17.	Din	89	Successful
18.	Ran	86	Successful
19	Sri	79	Successful
20.	Nur	88	Successful
21.	Sal	75	Successful
22.	Eka	89	Successful
23.	Nad	89	Successful
24.	Ind	80	Successful
25.	Shof	87	Successful
26.	Wid	76	Successful
27.	Lis	87	Successful
28.	Shaf	75	Successful
29.	Afi	79	Successful
30.	Mey	75	Successful
31.	Chel	85	Successful
32.	Tia	80	Successful
33.	Giv	90	Successful
34.	Jua	80	Successful
35.	Ded	80	Successful

Table 1.2: The pupils learning result in English (with KKM 75)

Class six B

No	Initial	English Score (result)	Success/failed
1.	M. fad	77	Successful
2.	Ryn	75	Successful
3.	Irf	79	Successful
4.	Sig	80	Successful
5.	Ali	80	Successful
6.	Mak	75	Successful
7.	Faz	77	Successful
8.	Daf	77	Successful
9.	Isw	78	Successful
10.	Muh	83	Successful

11.	Put	75	Successful
12.	Hen	76	Successful
13.	Far	80	Successful
14.	M.fah	80	Successful
15.	Ilh	77	Successful
16.	Akri	85	Successful
17.	Far	89	Successful
18.	Ang	86	Successful
19	Dik	79	Successful
20.	Cha	88	Successful
21.	Ade	75	Successful
22.	Tia	89	Successful
23.	Mar	89	Successful
24.	Hik	80	Successful
25.	Wahy	87	Successful
26.	Nuz	76	Successful
27.	Win	87	Successful
28.	Ana	75	Successful
29.	Cla	79	Successful
30.	Fit	75	Successful
31.	Yun	85	Successful
32.	Ama	80	Successful
33.	Fat	90	Successful
34.	Gre	80	Successful
35.	Mur	80	Successful

The result of the student's achievement in English has been reported in their rapport which has been explained in table 1.1 and 1.2. In this table we can see that all of the pupils were succesful in learning English because all of them got the score up higher than the minimum score. In the next table was explained about the pupils result in questionnaire. There ten item of questionnaire that should be answer by the pupils and the result of it analyzed quantitatively.

After analyzing the result of pupils' achievement in English and the result of questionnaire, the researcher analyzed the data by using the formula or correlation, and she got the result was 0.475. It means that the result of r-counted was 0.475.

In order to know the significant correlation between variable X (motivation) and variable Y (Achievement) the researcher using the 5% level of significant to compare with the r-table. It was found that r-table is 0.235. It then proved that the value of r-counted (0.475) was higher than the value of r-table (0.235). Then the researcher drew the conclusion that the alternative hypothesis (Ha) was accepted, while the null hypothesis (Ho) was rejected, meaning there was correlation between motivation and achievement.

To know whether the correlation between variable X and variable Y is significant or not, the value of t-counted was compare to the value of t-table. If the value of t- counted is higher than the value of t-table, then there is significant correlation between variable X and variable Y. Conversely, if the value of t-table is higher than the value of t-counted (4.45), then there is no significant correlation between variable X and variable Y.

By using 0.05 level of significant (α), and 68 degree of freedom (df= n – 2 = 70 – 2 = 68), the value of t-table then could not be found in the table. Therefore, the only way to gain the value was to apply interpolation computation by involving the closest degree of freedom available in the table – 60 and 120 df. The result of the interpolation computation was 1.6577.

Since the value of t-counted (4.45) was higher than the value of t-table (1.6577), the significant was positive, meaning there was significant correlation between variable X (motivation) and variable Y (achievement). After analyzing all the data of the achievement and questionnaire it can be conclude that there was positive correlation between motivation and achievement in learning.

CONCLUSION

Based on the previous chapter and research findings, the researcher would like to conclude as follows : Through questionnaire and pupils' learning result, it was found that the level of correlation between variable X and variable Y was *strong enough,* there was positive correlation between variable X and variable Y since the

value of r-counted (0.475) was higher than the value of r-table (0.235). It can answer the research question and can proud the objective of the research that there is positive correlation between motivation and achievement of sixth year pupils of SDN Inpres 3 Birobuli. It can prove the hypothesis, means that there is significant correlation between motivation and achievement in learning English. In which the alternative hypothesis (Ha) was accepted while the null hypothesis (Ho) was rejected.

References

Akib, M., Haryanto, H., Iskandar, I., & Patak, A. A. (2018). Investigating the motivation, participation, and achievement of students. *International Journal of Humanities and Innovation (IJHI)*, *1*(2), 17-27.

Albert . (1989). *Motivation and attitude in foreign language learning.* New York

Alexander kjerulf (2011) http://positivesharing.com/2010/12/why-motivation-by-pizza-doesnt-work/

Bloom, L.M (1870). *Language Development: Form and Function in Emerging Grammars.* Cambridge, Mass: MIT Press.

Brophy, Jere (1997). *Motivating pupils to learn*. Guilford. CT: McGraw-Hill. (ISBN: 0070081980).

Chomsky (1981). *Second Language Learning: a psycholinguistic perspective.* Kinsela Press.

Fincham, F & Cain, K. M. (1986*). Learned helplessness in humans*: A developmental analysis. *Developmental Review,* 6, 301-333.

Goldberg, M. D. & Cornell, D. G. (1994). *The influence of intrinsic motivation and self-concept on academic achievement in second- and third-grade pupils. Journal for the education of the Gifted,* 21(2), 179-205.

Grandlund. (1981). *The achievement motive.* New York. Irvingnon publishers.

Him (1971). *Learning a second Language through command.* Modern language Journal vol. 58, nos.1-2, pp. 24-32

Kartono. (1985). *Sikap Manusia: perubahan serta pengukurannya.* Jakarta. Ghalia

Figley, C. (2002): *The Green Cross Project.,* Camden, Maine, copyright 1995-2006.

Skinner, B.F (1957). *Verbal Behaviour.* New York: Appleton-Century-Crofts.