

LEARNING MOTIVATION AND ENGLISH ACHIEVEMENT OF ARABIC EDUCATION STUDENTS

Zahrina, Zahrina
Program Studi Pendidikan Guru Madrasah Ibtidaiyah
Sekolah Tinggi Ilmu Tarbiyah Al-Hilal, Sigli
zahrinaabdulhamid@gmail.com

Abstract : *This study aims to analyze the relationship between learning motivation and English language learning achievement among students of the Arabic Language Education Study Program. This study uses a quantitative approach with a correlational research design. The sample of this study was 17 students of the Arabic Language Education Study Program. Data collection techniques were carried out using tests, interviews, and questionnaires. Data analysis used descriptive statistics and the Pearson Product Moment correlation test. The results showed that the total score of students' learning motivation reached 1,495, while the total score of English language learning achievement was 1,386. Thus, it can be concluded that increasing learning motivation has a positive relationship with English language learning achievement among students of the Arabic Education Department.*

Keywords : Motivation, Achievement, English

Abstrak : Penelitian ini bertujuan untuk menganalisis hubungan antara motivasi belajar dengan prestasi belajar Bahasa Inggris pada mahasiswa Program Studi Pendidikan Bahasa Arab. Penelitian ini menggunakan pendekatan kuantitatif dengan desain penelitian korelasional. Sampel penelitian ini adalah 17 mahasiswa rogram Studi Pendidikan Bahasa Arab. Teknik pengumpulan data dilakukan dengan menggunakan tes, wawancara dan angket. Analisis data menggunakan statistik deskriptif dan uji korelasi Pearson Product Moment. Hasil penelitian menunjukkan bahwa skor total motivasi belajar mahasiswa mencapai 1.495, sedangkan skor total prestasi belajar Bahasa Inggris sebesar 1.386. Dengan demikian, dapat disimpulkan bahwa peningkatan motivasi belajar memiliki hubungan positif dengan prestasi belajar Bahasa Inggris mahasiswa Program Studi Pendidikan Bahasa Arab.

Kata kunci: *Motivasi, Prestasi, Bahasa Inggris*

1. Introductions

Many factors can affect student's motivation to learn. They can be found from internal and external factors. Learning without support will not work effectively, the result probably disappointed or the worst effect– failed. The complex issues rise and influence teaching and learning that make educators and other person related in this case to think and consider. The problem such individual differences where students come with various background, ability and motivation demand teacher to skillfully handle the situation. Sometimes, when such the problem above cannot be solved and seriously troubles teaching-learning process, it will ruin everything, particularly the goal of teaching learning itself.

Based on the researcher's experience, the soul of learning firstly came from inside. If a student was aware of what he/she did, he/she would strive for that. Now, how to make them understand and realize that life is very worthy to ignore. One of the best ways is to approach them with advice and support. Drag them to the real world so that they see how complicated life without knowledge and so on. When they start to agree and then engage them to study–

and of course with creative teaching methods. In other words, it is back to teacher's imagination about how to make it happens.

Actually, at first meeting, the researcher found the students looked discourage to start learning. They did not respond and simply sat in silent. That was the problem. She thought that it might be caused by their assumption to the subject (English) which would be learned was not incorporated as the main subjects. However, they had to finish learning this subject because of the curriculum requirement.

Probably, it is just a mainstream case that can normally happen at any school. However, the solution may differently be unique to reveal. The researcher personally preferred to approach them individually with care and support. By constructing good communication, the students would be open minded, willing to share and feeling comfortable. *Keterbukaan psikologis diperlukan untuk menciptakan suasana hubungan antar pribadi guru dan siswa yang harmonis, sehingga mendorong siswa untuk mengembangkan dirinya secara bebas dan tanpa ganjalan.* (Naim, 2009:48). It indicates that a teacher should be psychologically opened so that students feel free to share their opinions and especially to develop their potency. So, what a teacher does significantly affect the students' achievements in learning.

At last, it is important to notice how strong the association between motivation which has given by the teacher and the achievements of the students. This will lead to the practitioner/educators to analyze the strength of the relationship of the two variables and to make a decision whenever needed.

Thus, this research elaborated the correlation between motivation that was given by the teacher in learning English and students' achievements. This research also covered the situation and relationship between teacher and students in English class.

2. Literature Review

According to Mc. Donald (1959) motivation is an energy change within the person characterized by affective arousal and anticipatory goal reactions. Furthermore, motivation is the support that come from internal or incentive from outside (Hamalik, 2004: 173). To trigger the intrinsic motivation, the extrinsic or the external motivation can be helped. The role of teacher is viewed significant. A teacher can change students' thought; he or she can lead students to better way. Sometimes, it is miraculously simply by words or advice. A teacher does not only transfer knowledge but also educate. To educate students needs a strong effort, including being a motivator. Pintrich and Schunk (2008:5) state motivation can affect both new learning and the performance of previous learned skill, strategies and behavior which has important for schooling. A teacher has to stimulate and encourage, reinforce to develop students' potency, to create activity and to improve creativity. (Sardiman, 2004:145). Djamarah (2010:45) clarifies a teacher is a motivator. He/she has capability to motivate students. In reality there is no exception if teacher find students who unwilling to study. Another opinion of Barry and King (1998:498) mention students become highly motivated to achieve when they believe they can perform a task or an activity successfully.

Moreover, students' outcomes mean the achievements reached by the students after learning process. Barry and King (1998:498) said that achievement is considered as the drive and energy students bring to school work in desire to make progress in their learning and achievements. So, teacher should analyze the factors which might cause the students refuse to learn. Lastly, based on the explanation above, it indicates that motivation influences students' achievement. In other words, motivation associates with learning outcomes.

3. Research Methodology

The researcher used correlational study to identify the relationship between motivation and learning outcomes. Sukmadinata (2006:79) stated that correlational study aimed at finding the relationship between two variables or more than two variables. The population of the research was all of first semester students of Arabic Education Department. The numbers of students were 17, so the researcher took them all as the sample of the research. The data collection was done by employing three kinds of instruments which were test, interview and questionnaire.

Angket atau kuesioner (questionnaire) merupakan suatu teknik atau cara pengumpulan data secara tidak langsung (peneliti tidak langsung bertanya jawab dengan responden). Instrumen atau alat pengumpulan datanya juga disebut angket berisi sejumlah pertanyaan atau pernyataan yang harus dijawab atau direspon oleh responden.

(Sukmadinata,2006:219). The preceding statement means the questionnaire consists of several questions or statements which have to be responded by respondents, while the researcher is not directly connected to the respondents. In this case, the questionnaire given to the respondents (each student) to be answered was a few of questions concerning how well the teacher raised the students' motivation. Here are the questions/statements for measuring the students' motivation which were described in rating scale (Arikunto,2010: 200-201):

Table 3.1. The Questions/statements given to the students

No	Questions/statements	Scale				
		1	2	3	4	5
1	Motivation given by the teacher is important for you					
2	Your teacher helps and cares of you (individually)					
3	Your teacher helps and cares of you (as a group)					
4	Your teacher supports and gives you best advice					
5	Your teacher kindly explains any difficult part of the lesson					
6	Your teacher always motivates you to overcome the difficulty in learning					
7	Your teacher never discriminates you					
8	Your teacher also supports you outside the class					

The scale interpretation:

- 5 *very good*
- 4 *good*
- 3 *fairs*
- 2 *bads*
- 1 *very bad*

The obtained scores were calculated as follows:

$$\frac{\text{Total score obtained}}{\text{Maximum score}} \times 100$$

Furthermore, the result gained through questionnaire was the value of motivation of each student in learning English. To give a brief description of the questionnaire result, so the researcher used percentage formula as follows:

$$P = \frac{F}{N} \times 100\%$$

which:

P : Percentage

F : Frequency

N : The number of the subjects

100 % : Constant

Moreover, Sugiyono (2008:194) states wawancara digunakan sebagai teknik pengumpulan data dan juga apabila peneliti ingin mengetahui hal-hal dari responden yang lebih mendalam dan jumlah respondennya sedikit/kecil. It can be interpreted as interview is used to know the respondents deeply, and the total of respondents is small. Furthermore, the test is used to identify if the motivation given to students affect their learning outcomes. Test is used to identify the intelligence and it is the form of questions/exercises addressed to the subject to answer (Arikunto, 2010:194).

The validity and of the instrument were calculated by using factor analysis while the reliability by using the formula:

$$r_{11} = \frac{2K r_{1/21/2}}{(1 + r_{1/21/2})} \quad (\text{Arikunto, 2010: 219,223})$$

The correlation of motivation and learning achievement were calculated by using this following formula recommended by Sudijono (2005: 206)

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

4. The Result

After getting through the process of learning, the correlation between encouragement/motivation which always given in each meeting by the teacher and students learning outcomes can be observed as follows:

Table 4.1 Correlation Between Encouragement/Motivation

No	Name of Students (initial)	The Students' Motivation (X)	The students' Achievement of Test (Y)	XY	(X ²)	(Y ²)
1	AZ	91	85	7.735	8.281	7.225
2	CN	88	72	6.336	7.744	5.184
3	DS	88	80	7.040	7.744	6.400
4	FK	88	80	7.040	7.744	6.400
5	FI	86	72	6.192	7.396	5.184
6	HA	97	85	8.245	9.409	7.225
7	KA	94	88	8.272	8.836	7.744
8	KM	86	85	7.310	7.396	7.225
9	LN	86	85	7.310	7.396	7.225
10	MF	91	90	8.190	8.281	8.100
11	MD	80	78	6.240	6.400	6.084
12	MR	91	78	7.098	8.281	6.084
13	MN	86	88	7.568	7.396	7.744

14	NM	97	90	8.730	9.409	8.100
15	NA	80	80	6.400	6.400	6.400
16	RH	86	75	6.450	7.396	5.625
17	RZ	80	75	6.000	6.400	5.625
N = 17		X = 1.495	Y = 1.386	XY = 122.156	X ² = 131.909	Y ² = 113.574

Next, the data were calculated by using the formula below:

$$\begin{aligned}
 r_{xy} &= \frac{N \Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{[N \Sigma X^2 - (\Sigma X)^2][N \Sigma Y^2 - (\Sigma Y)^2]}} \\
 &= \frac{17 \times 122.156 - (1495)(1.386)}{\sqrt{[17 \times 131.909 - (1495)^2][17 \times 113.574 - (1.386)^2]}} \\
 &= \frac{2.076.652 - 2072.070}{\sqrt{2.242.453 \cdot 2.235.025} \cdot [1.030.750 \cdot 1.020.096]} \\
 &= \frac{4582}{\sqrt{7.428 \times 9.762}} \\
 &= \frac{4582}{\sqrt{72.512.136}} \\
 &= \frac{4582}{\sqrt{8.515.40}} \\
 &= 0,538
 \end{aligned}$$

Next step is to check the *df* (degree of freedom) in the table.

$$\begin{aligned}
 df &= N - nr \\
 &= 17 - 2 \\
 &= 15 \text{ (see the coefficient correlation table)}
 \end{aligned}$$

To check the r_{tabel} , it had to deal with the *df*. It showed the *df* 15 in the 5% level of significance was 0.482 whereas the result of r_{xy} was 0.538. It indicated that $r_{xy} > r_t$. So, there was a positive relationship between variable X and variable Y. Therefore, the null hypothesis H_0 was rejected while the alternative hypothesis H_a was accepted.

Regarding the interview result, the researcher asked five questions relating to the learning motivation. First, the question was initiated to trigger the students' perception on English subject. Twelve of them told English was one of important subject regardless it was not one of main study in their major. Another five students said that they have no specific idea about. Though, they thought if English was very important as they noticed its use at present.

Next question, the students were asked about what made them like or dislike English subject. Most of them said that it was a tricky question for them. The researcher let them to answer freely without feeling stressed to answer. Four of them stated that they adored English because they thought English was fun to learn – and was important as Arabic. Other four students mentioned if they actually like English rather its complexity. While the rest of the students clarified that English has complex structure which made them difficult to analyze or understand.

About the English Teacher instruction, all of the students agreed the teacher had done her best. She always motivated students to learn. She cared of students without any condition. The teacher was also very helpful whenever the student's got difficulty in understanding the topics, she was always be there to support them. In addition, ten of the students claimed at first they did not like English, but now they started to love English subject because the teacher had explained that English was easy to learn. They just needed devotion to do it. Furthermore,

the students added if the teacher made them understand how important English is, especially in this global communication.

The fourth question addressed to the students, whether the encouragement they got from the teacher affected them and how we can see it. Three of them said that it was influenced them to do with the subject, but they still got some difficulties to learn, especially in grammar and pronunciation. On the contrary, the rest of the students stated that at present they began to love English subject. The motivation given by teacher was very significant for them—which at last made them contemplated how crucial the subject was. They added that they started to learn English smoothly and found fewer obstructions in learning.

Finally, the researcher asked about their expectation to the future learning. Fourteen of them answered if they wanted the teacher kept teaching and motivating them as usual. Also, they wanted to learn more about the actual topic e.g. in reading skill. They want to have opportunity to master English more either in reading, speaking, writing or listening skills. The other three simply said we had no idea to say.

Moreover, the result of questionnaire reveals that the students had positives responses and it is presented as follows:

Table 4.2 The Result Of Questionnaire

No	Questions/statements	Positive Response (f)	Percentage (%)	Negative Response (f)	Percentage (%)
1	Motivation given by the teacher is important for you	17	100	0	100
2	Your teacher helps and cares of you (individually)	14	82.35	3	17.64
3	Your teacher helps and cares of you (as a group)	15	88.23	2	11.76
4	Your teacher supports and gives you best advice	12	70.58	5	5.88
5	Your teacher kindly explains any difficult part of the lesson	16	94.11	1	5.88
6	Your teacher always motivates you to overcome the difficulty in learning	15	88.23	2	11.76
7	Your teacher never discriminates you	16	94.11	1	5.88
8	Your teacher also supports you outside the class	11	64.70	6	35.29

Based on the data above, it obviously shows the motivation given by the teacher to the students was very meaningful for them and got significant role to achieve highest learning outcomes.

5. Conclusion

After conducting the whole process the research, the researcher concluded that there was a relationship between motivation (X) especially given by the teacher and the students' learning outcomes (Y). It has been proved through the value of r_{xy} or r_o which was larger than r_{tabel} . The result was $0,538 > 0,482$ at significance level 5%. Moreover, the students' responses through interview and questionnaire were on the average positive.

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