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## THE CORRELATION BETWEEN STUDENTS' MOTIVATION AND ENGLISH ACADEMIC ACHIEVEMENT

Suci Widiyawati, Abdul Muth'im, Nasrullah  
English Department, Faculty of Teacher Training and Education, ULM  
[Suciwidiyawati@gmail.com](mailto:Suciwidiyawati@gmail.com)

### Abstract

Motivation was called an essential role in affecting students' English academic achievement. The motivation can encourage students to change their attitude in studying English and get a better English Academic achievement. Recently, many students could not reach the standard criteria of English subject at school even though they have high motivation does not guarantee students to have good achievement. Based on the problem, the researcher conducts a correlational study. The research objective was to find out whether or not there is any correlation between students' motivation and English academic achievement of the Eighth-grade students at SMPN 1 Binuang in the academic year 2018/2019. This research involved the second-grade students of SMPN 1 Binuang as the population. Then, the sample was 53 students consisted of two classes: class VIII B and class VIII C. This research used quantitative research and correlational study as the approach. The questionnaire and documentation were used as the instruments of this research. In analyzing the data, the result was 4.7. The findings showed that there is any correlation between students' motivation and their English academic achievement of the Eighth-grade students at SMPN 1 Binuang in the academic year 2018/2019. As suggestions, students should increase their motivation, and setting up the right goal in studying English. Teachers should have a good relationship with the students to lighten students' anxiety by create a harmonious and co-operative classroom.

**Keywords:** Motivation, Students' Motivation, English academic achievement.

### INTRODUCTION

English has become considered to be important in the society because it is one of the international languages. In this era of globalization, having proficiency in the English language is necessary to succeed, especially in education. One way to overcome that condition is by motivation. Every human activity is basically based on the drive to fill up they need. This encouragement was called as motivation. In self-education motivation is still seen as something abstract. Therefore, motivation is a psychological condition that encourages student to perform physical activities or actions.

People believe that most influential factors that can affect students' process in learning English in school are motivation. Various studies had found that motivation was strongly related to English achievement. Motivation can be called a driving force that transforms the energy inside the student into real action to reach a predetermined goal. Learning English means the process of gained knowledge or learning the four language skills; listening, speaking, reading, and writing. In Indonesia, learning English is not easy; because English is not our first language most of the students often find difficulties in the process of learning English at school. Sometimes they are lack motivation and had no confidence, which makes it hard for them to learn English. One of the schools which face the difficulty in learning English is SMPN 1 BINUANG where the researcher did pre-research. Based on the interviewed with some of the students and English teachers, the researcher found that students got a low score and could not reach the standard criteria of English subject at school. The teacher said some students had high motivation however, it does not guarantee that they will have a good achievement too. Gardner (2006:243) in Al-Khasawneh (2015:308) mentioned that students with a high level of motivation will perform better than students with a low level of motivation. It means the students should have a good achievement if they have a high level of motivation because the students' motivation has a big influence in English academic achievement.

Based on the phenomenon above, correlation study is needed to find out whether or not there is any correlation between students' motivation and their English academic achievement. By applying the Pearson Product Moment formula, it is appropriate to find out that whether or not there is any correlation between two variables. The correlation study is method that conducted by researcher to determine the correlation between two or more variables. Thus, the researcher was inspired to conduct a research about the correlation between students' motivation and English academic achievement.

### **Motivation**

Educational psychologists have long recognized the importance of motivation for supporting student in process of learning. Motivation can be said as a non-intellectual psychological factor. Its distinctive role is in terms of growing passion, feeling happy and have a passion to learn. On the other hand, the student who has strong motivation will has a lot of energy to do learning activities.

According to Ball in Henson and Eller (1999:371), motivation is a way of explaining how students are encourage by something, how they change their attitude to something, and how they sustain their attitude to reach their need. In other words, motivation deals with why students get interested to direct their behavior and give their attention to something they interested. Kelleer (1983:389) in Al-Khasawneh (2015:308) stated that motivation is a choice of students of what way they want to passed or goals they need to approach. Anizu and Salwa (2002) in Hadriana et al (2013:37) described that motivation such as an impulse that changes the attitude of the students and direct the students to do some activities. It means motivation can be seen as the overall drive force that leads the students in their learning activities, which ensures the continuity of learning activities and gives direction to the learning activities so that the desired goals of students can be achieved.

### **Types of Motivation**

Arends (2007:138-142) defined motivation as the processes that stimulate our behavior or motivate students to take an action. Psychologists make the distinction between two type's motivation they are; intrinsic motivation and extrinsic motivation. When behavior changes by own interest or curiosity, this is called intrinsic motivation. When the student is influenced by external or environmental factors, such as reward, reinforcement, punishment, or social pressures; it is called extrinsic motivation.

### **Characteristics of Motivated Learner**

Naiman et al (1978) in Ur (2009:275) claims that students who have motivation show some typical characteristics, which are divided into six classifications, they are:

- a. Positive task orientation  
Students confidence to succeed in doing every task that given by teacher and able to overcome any difficulties they face and will considered it as a challenge that must be conquered.
- b. Ego-involvement  
Students considered that it is important to maintain what they have achieved or obtained.
- c. Need for achievement and high aspirations  
Students make an ability, the best value, or a demanding challenge that is able to push them to better result into need which means they must be fulfilled.
- d. Goal orientation  
Students are aware of the learning objectives and try to achieve them with all their abilities.
- e. Perseverance  
Students rally their effort to try and study harder without reducing the intensity of learning to produce better achievement, and does not easily to give up when found unsatisfactory results.
- f. Tolerance of ambiguity  
Find the difficulties in the process of learning does not necessarily make students feel frustrated and eventually give up on learning, but the students understand that it is the process of learning.

## **Achievement**

Academic achievement is the level of success of students in school learning that includes aspects of knowledge and skills. Skills gained through a series of evaluation tests. Morgan in Nofianis (2010:19) stated achievement is accomplishment on a test of knowledge of skill also personal motive. Achievement refers to what somebody has done and can do successfully. Something which a person can do is called ability, while what he has done, usually through learning is called achievement. Morgan in Nofianis (2010:19) also added that achievement is a powerful motive to accomplish something to succeed at what someone undertakes and to avoid a failure.

## **Students' Achievement**

In education, achievement represents as the performance of the students' outcomes that can indicate whether the students have approach the learning objectives that have been given. Students who have high achievement have been deemed to gained the goal of the learning. To measure the students' academic achievement, teachers usually use the test method in order to know the students' achievement. The test is a way to hold an assessment in the form of a task that must be done by students. Achievement tests are included to measure the abilities of the students that they had been learning before. The purpose of an achievement test is to cover the entire academic area with the small number of test items and give that many areas must be covered during testing. Therefore, achievement can be called as the proficiency level that students had in their learning process.

## **The Role Motivation in English Academic Achievement**

Motivation encourages someone to do occurrence of action for example learning. Some of the students will enjoy learning English at school, the others will avoid by not coming into the class, some of them will receive new topics with eagerness, and the others will deny following the teaching and learning process. Some student will do their assignment with their own effort, and other will ask to copy the assignment from friends. Besides, any students always try to get the best in the process of learning, and some of the students just do everything they want without trying to be the best. Every students' attitude are affected by their motivation.

## **METHOD**

Since the research's main objective was to find out whether or not there is any correlation between students' motivation and English academic achievement of the Eighth grade students at SMPN 1 Binuang in the academic year 2018/2019. This research used quantitative with correlational study as the approach. As stated by Arikunto (2014:4), correlation study is method that can determine the level of relationship between two or more variables. There were two variables to discussed. The first one was students' motivation as X variable and the second one was English academic achievement as Y variable.

## **Respondents**

The population of this research was Eighth Grade students of SMPN 1 Binuang as many as 137 students and they divided into five classes. For the sampling this researcher used cluster random sampling. Prasetyo (2012:133) explained how to take sample from cluster random sampling technique. He explained by using lottery method, the researcher can get the number of the sample. But the randomly chosen are the class or cluster not the individual. Based on Sevilla in Gitawaty (2010:23) the number of minimum sample taking for correlation are 30 respondents. From the technique, the researcher took two classes (VIII B and VIII C). The researcher got 53 respondents as the sample in this research.

### Instruments

This research adopted questionnaire and documentation as the instruments. The questionnaire was used to identify the level of students' motivation in studying English. In this circumstance, was the most appropriate way to get the true data. Meanwhile, documentation score was given to identify the level of students' English academic achievement.

The questionnaire used closed-ended questionnaire with Likert Scale. There were several statements about students' motivation in studying English. It was designed base on the characteristic of motivated learner that consisted of six indicators that can identify students' motivation level in studying English by looked at their attitude and behavior that they choice in the process of learning English. The researcher took the complete data of the questionnaire motivation in two classes (class VIII B and class VIII C).

### Procedures

A try-out was carried to test the validity and reliability from the questionnaires, and it involved 27 students where they had the same standard. The result of try out validity found out there were 32 valid items of the questionnaires. The Cronbach's Alpha for the reliability of the instruments was 0.892. It can be concluded that the items of the questionnaires were reliable. To know the normality test the researcher used *1- sample K-S* (One – sample Kolmogorov-Smirnov) test through SPSS for windows program to see whether the items of the questionnaire are distributed normal or not. The result showed that the data about students' motivation was normal because the value of sig was 0.07. Therefore, the data was distributed normally.

The data was taken during regular class time. On the first meeting in class VIIB, the researcher handed out the questionnaires to the students. Before the researcher let the students to answer the questionnaires, the researcher give instructions on what the aim, times, and how to answer the questionnaires, so that all the students can accomplish the questionnaires with the right ways the researcher wants. They asked to select the options honestly based on their attitude and behavior they do in the process of learning in studying English. The students were instructed to checklist the option of any single items such as strongly agree, agree, neutral, disagree, and strongly disagree based on their behavior. On the second meeting in class VIIC, the researcher did the same things as class VIIB. On the last meeting, teacher gave documentation score to the researcher. It was conducted to identify students had a good academic achievement or not in studying English. The documentation score was consisted of daily test, midterm test and final test.

### Data Analysis

In analyzing, the researcher used Pearson product Moment Formula in order to know the correlation between students' motivation and English academic achievement.

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

In which:

- $r_{xy}$  = Coefficient correlation product moment
  - $N$  = Number of respondents
  - $X$  = Score of variable X
  - $Y$  = Score of variable Y
- (Arikunto, 2014:213)

From the data calculation, it was found that the coefficient correlation between two variables was 0.744. Based on the degree of coefficient correlation standart, It was found that there was a correlation between two variables and the coefficient correlation was included in high category (0.600 – 0.799). Therefore, there was a correlation between students' motivation and English academic achievement of the Eighth students at SMPN 1 Binuang in the Academic Year 2018/2019 and the degree was in high category.

## FINDINGS AND DISCUSSION

### The Finding of Students' Motivation

Data questionnaires conducted on November 5<sup>th</sup> and 9<sup>th</sup>, 2018 which consisted of 53 students. The aim of the questionnaire was to indentifying the level of students' motivation in studying English where the students were instructed to answer 32 items of the questionnaire. The result of the questionnaire can be seen on the Table 4.1 as follows:

Table 4.1 The Result of Questionnaires

No.	Name	Score	Description
1	A1	108	Low
2	A2	125	Moderate
3	A3	115	Moderate
4	A4	124	Moderate
5	A5	132	High
6	A6	135	High
7	A7	120	Moderate
8	A8	124	Moderate
9	A9	114	Moderate
10	A10	124	Moderate
11	A11	122	Moderate
12	A12	103	Low
13	A13	140	Very High
14	A14	86	Very Low
15	A15	145	Very High
16	A16	151	Very High
17	A17	129	High
18	A18	127	High
19	A19	132	High
20	A20	125	Moderate
21	A21	124	Moderate
22	A22	141	Very High
23	A23	127	High
24	A24	131	High
25	A25	135	High
26	A26	118	Moderate
27	A27	148	Very High
28	A28	134	High
29	A29	148	Very High
30	A30	127	High
31	A31	133	High
32	A32	146	Very High
33	A33	148	Very High
34	A34	128	High
35	A35	142	Very High
36	A36	138	High
37	A37	136	High
38	A38	130	High
39	A39	138	High
40	A40	138	High
41	A41	148	Very High

42	A42	146	Very High
43	A43	138	High
44	A44	137	High
45	A45	135	High
46	A46	127	High
47	A47	129	High
48	A48	146	Very High
49	A49	130	High
50	A50	128	High
51	A51	151	Very High
52	A52	140	Very High
53	A53	138	High
<b>Total</b>		<b>6984</b>	

The Frequency Distribution of Students' Motivation can be seen in the table 4.2 as follows:

Table 4.2 The Frequency Distribution of Students' Motivation

Students' Motivation					
	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	86,00	1	1,9	1,9	1,9
	103,00	1	1,9	1,9	3,8
	108,00	1	1,9	1,9	5,7
	114,00	1	1,9	1,9	7,5
	115,00	1	1,9	1,9	9,4
	118,00	1	1,9	1,9	11,3
	120,00	1	1,9	1,9	13,2
	122,00	1	1,9	1,9	15,1
	124,00	4	7,5	7,5	22,6
	125,00	2	3,8	3,8	26,4
	127,00	4	7,5	7,5	34,0
	128,00	2	3,8	3,8	37,7
	129,00	2	3,8	3,8	41,5
	130,00	2	3,8	3,8	45,3
	131,00	1	1,9	1,9	47,2
	132,00	2	3,8	3,8	50,9
	133,00	1	1,9	1,9	52,8
	134,00	1	1,9	1,9	54,7
	135,00	3	5,7	5,7	60,4
	136,00	1	1,9	1,9	62,3
	137,00	1	1,9	1,9	64,2
	138,00	5	9,4	9,4	73,6
	140,00	2	3,8	3,8	77,4
	141,00	1	1,9	1,9	79,2

142,00	1	1,9	1,9	81,1
145,00	1	1,9	1,9	83,0
146,00	3	5,7	5,7	88,7
148,00	4	7,5	7,5	96,2
151,00	2	3,8	3,8	100,0
Total	53	100,0	100,0	

As mention before, there were two variables in this research. The first variable (X variable) is students' motivation. Based on the questionnaires result, it was gotten that many students had high level of motivation. The data was classified based on classification in chapter III, it can be see that there was 1 student with (1.9%) in very low level of motivation, 3 students with (5.7%) in low level of motivation, 8 students with (15%) in moderate level of motivation, 27 students with (51%) in high level of motivation, and 14 students with (26.4%) in very high level of motivation,

Table 4.3 The level of Students' Motivation

Score Range	Frequency	Percentage (%)	Description
86 – 99	1	1.9%	Very Low
100 – 112	3	5.7%	Low
113 – 125	8	15%	Moderate
126 – 138	27	51%	High
139 – 151	14	26.4%	Very High
	$\Sigma f = 53$	100%	

### The Finding of English Academic Achievement

Documentation score was conducted on December 20<sup>th</sup>, 2018. The aim of documentation score was to know the level of the students' English academic achievement. The researcher took the score record of students' English academic achievement as dependent variable (Y variable) by using documentation score in Final test. The data was collected from English teacher. The result of students' English academic achievement can be seen on the Table 4.4 as follows:

Table 4.4 The Result of Students' English Academic Achievement

No.	Name	Score	Description
1	A1	37	Very Low
2	A2	47	Low
3	A3	77	High
4	A4	73	High
5	A5	87	Very High
6	A6	83	High
7	A7	50	Low
8	A8	77	High
9	A9	67	Moderate
10	A10	63	Moderate
11	A11	53	Low
12	A12	50	Low
13	A13	87	Very High
14	A14	30	Low
15	A15	97	Very High
16	A16	100	Very High
17	A17	67	Moderate
18	A18	60	Moderate
19	A19	70	Moderate

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20	A20	50	Low
21	A21	35	Very Low
22	A22	80	High
23	A23	53	Low
24	A24	60	Moderate
25	A25	77	High
26	A26	37	Very Low
27	A27	93	Very High
28	A28	65	Moderate
29	A29	87	Very High
30	A30	57	Low
31	A31	75	High
32	A32	90	Very High
33	A33	93	Very High
34	A34	43	Very Low
35	A35	87	Very High
36	A36	77	High
37	A37	77	High
38	A38	60	Moderate
39	A39	87	Very High
40	A40	47	Low
41	A41	93	Very High
42	A42	83	High
43	A43	53	Low
44	A44	67	Moderate
45	A45	57	Low
46	A46	30	Very Low
47	A47	53	Low
48	A48	87	Very High
49	A49	67	Moderate
50	A50	67	Moderate
51	A51	93	Very High
52	A52	90	Very High
53	A53	70	Moderate
<b>Total</b>		<b>3615</b>	

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The Frequency Distribution of Students' English academic achievement can be seen in the table 4.5 as follows:

Table 4.5 The Frequency Distribution of Students' English Academic achievement

Students' English Academic Achievement					
	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	30,00	2	3,8	3,8	3,8
	35,00	1	1,9	1,9	5,7
	37,00	2	3,8	3,8	9,4
	43,00	1	1,9	1,9	11,3
	47,00	2	3,8	3,8	15,1
	50,00	3	5,7	5,7	20,8
	53,00	4	7,5	7,5	28,3
	57,00	2	3,8	3,8	32,1
	60,00	3	5,7	5,7	37,7
	63,00	1	1,9	1,9	39,6
	65,00	1	1,9	1,9	41,5
	67,00	5	9,4	9,4	50,9
	70,00	2	3,8	3,8	54,7
	73,00	1	1,9	1,9	56,6
	75,00	1	1,9	1,9	58,5
	77,00	5	9,4	9,4	67,9
	80,00	1	1,9	1,9	69,8
	83,00	2	3,8	3,8	73,6
	87,00	6	11,3	11,3	84,9
	90,00	2	3,8	3,8	88,7
	93,00	4	7,5	7,5	96,2
	97,00	1	1,9	1,9	98,1
	100,00	1	1,9	1,9	100,0
Total		53	100,0	100,0	

The second variable (Y variable) is students' English academic achievement. The researcher used summative test scores through students' achievement record in English. After interpreted and classified the data of students' English Academic Achievement, it was gotten that many students had ver high level of English academic achievement was 28%.

Table 4.6 The Level of English Academic Achievement

Score Range	Frequency	Percentage (%)	Description
30 – 44	6	11%	Very Low

45 – 58	11	21%	Low
59 – 72	12	23%	Moderate
73 – 86	9	17%	High
87 – 100	15	28%	Very High
$\Sigma f = 53$		100%	

The percentage of the table showed that many students had very high level in English academic achievement, it can be seen from the total number of students' who had very high level achievement were 15 students or 28% from 53 students.

### The Finding of Calculation between Students' Motivation and their English Academic Achievement

The result of correlation between students' motivation and English Academic achievement was 0.744. The calculation results can be seen on the Table 4.7 as follows:

Table 4.7 The Correlation Calculation between students' Motivation and English Academic Achievement.

		Students' motivation	English academic achievement
Students' motivation	Pearson Correlation	1	,744**
	Sig. (2-tailed)		,000
	N	53	53
English academic achievement	Pearson Correlation	,744**	1
	Sig. (2-tailed)	,000	
	N	53	53

Based on the calculation, it was found that the coefficient correlation between two variables was 0.744. To know the degree of coefficient correlation, the researcher saw the standart of the degree of coefficient correlation as mentioned in previous chapter in table 3.7. It was found that there was a correlation between two variables and the coefficient correlation was included in high category (0.600 – 0.799). In conclusion, that there was any correlation between students' motivation and English academic achievement of the Eighth students at SMPN 1 Binuang in the Academic Year 2018/2019 and the degree was in high category.

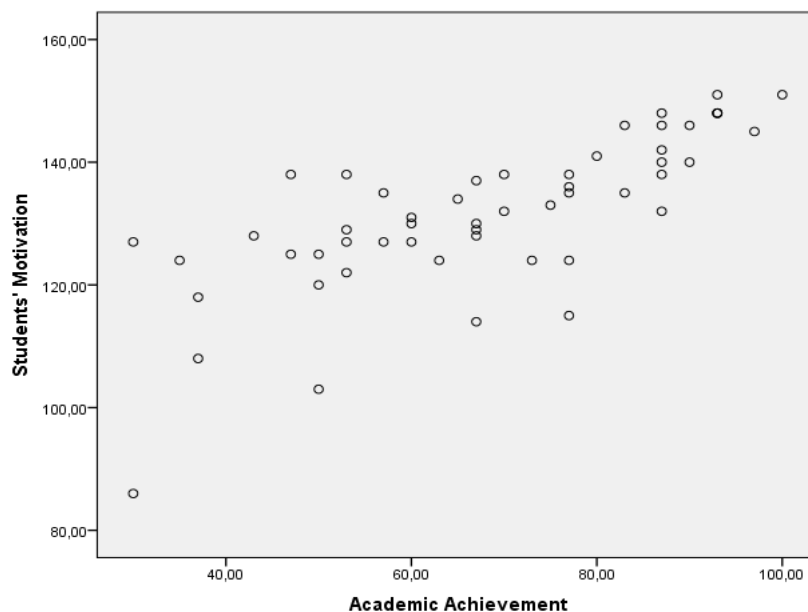


Figure 4.1 Result of correlation between students' motivation and English academic achievement.

### The Finding of Coefficient Determinant

Determination coefficient described the effect of variable X toward increasing or decreasing the value of variable Y. Based on the calculation the two variables through determination coefficient ( $R$ ) formula. It was found that determination coefficient ( $R$ ) value was 55.35%.

### Hypothesis Testing

In this research, the value of coefficient correlation ( $r_{xy}$ ) was 0.744 and the value of significance ( $p$ ) was 0.000 which means the association between the two variables was significant. It can be described ( $0.000 < 0.05$ ). Therefore, it can be said that the alternative hypothesis was accepted ( $H_a$ ) and the null hypothesis ( $H_0$ ) was rejected. From the analysis, the researcher concluded some points in testing hypothesis. First, there is no correlation between students' motivation and their English academic achievement of the Eight Grade students at SMPN 1 Binuang in the 2018/2019. Second, the correlation was 0.744 (high category). It indicated that the students who were motivated in learning commonly achieve good academic achievement in learning.

### Discussion

According to Arikunto (2014:322) whether or not there is a correlation between two variables, it can be seen from the value of coefficient correlation. If the value is not 0.000, it can be interpreted between X and Y variable that correlated has any correlation. The higher the value of coefficient correlation is, the higher the correlation of the two variables will be correlated. Based on the finding, the coefficient correlation between the students' motivation and English academic achievement was 0.744. The level of the correlation 0.744 as referred to the degree of coefficient correlation table 3.7 on page 32 belongs to high category (0.600-0.799). The height of the value of the coefficient correlation between students' motivation and learning achievement showed that there was a correlation between the two variables.

From the research findings, there was any correlation between students' motivation and their English academic achievement of the Eighth grade students at SMPN 1 Binuang in the academic year 218/2019. It can be seen from the level of students' motivation where student who had high level of motivation got better English academic achievement than the student who had low level of motivation. Gardner (2006:243) in Al-Khasawneh (2015:308) mentioned that learners with a high level of motivation will perform better than learners with a low level of motivation. He added that if students are motivated, their have motives for engaging in the relevant activities, encourage effort, persists in the activities, complete the tasks, shows the desire to achieve the goal and enjoy the activities. It can be seen from the students' final test score. Students who had high level of motivation tend to have the right awareness, attitude, habit and goal in studying English. It showed from the option that the student chose in filling out the questionnaire about motivation. In the questionnaire, students were asked choose an optional that really closest for reflected their attitude and behavior in studying English at school. The questionnaire contains the indicators that can measure students' motivation levels in learning English by looking at their habit and attitude. The questionnaire also shows what type of motivation is more influential in their English academic achievement.

In the questionnaire, all sub-indicators had high percentage of students' motivation in English academic achievement. However, the dominant factors influencing students' motivation in English

academic achievement among other sub-indicators were intrinsic motivation. The researcher calculated the intrinsic motivation was 2.064 and extrinsic motivation was 1.883. Based on the data, almost every student had intrinsic motivation, they chose option "strongly disagree" or "disagree" in every unfavorable statements on the items number 2, 6, 10, 14, 16, 19, 21, 24, 25, 32, and option "strongly agree" or "agree" in every favorable statements on the items number 1, 5, 4, 23, 26, 30, and 31 that represented the intrinsic motivation of the student. Therefore, the minor factor that can influenced students' motivation in English academic achievement was extrinsic motivation. Many students who chose option "strongly agree" or "agree" in unfavorable statements on the items number 12, 9, 12 and some students who chose option "strongly disagree" or "disagree" in favorable statements on the items number 8, 11, 13, 15, 17, 18, 27, 28, and 29 that presented extrinsic motivation. It was obvious that the students who chose intrinsic motivation as a dominant factor was very high.

As what the society believe motivation is the important thing when the students come to learn English. It is in line with the statement of Long et al (2013:136) who stated that motivation plays an important role in learning a foreign language. There are some possibilities that may cause this. The factors that give contribution such as the students' activities, the habit, and the goal of the students, it can be seen from each sub-indicators in the questionnaire which represented the intrinsic and extrinsic the motivation of the students. Anizu and Salwa (2002) in Hadriana et al. (2013:37) described that motivation such as a force makes students change their attitude, interest or activities. Therefore, motivation can be seen as the overall drive force that can lead the students in their continuity of learning activities and gives them the direction in the learning process so that the learning goal can be achieved.

It was beyond expectation to found out the fact that the students' motivation toward their English academic achievement was consistent with the societys' opinion. It can be explained from the following reasons. In era globalization, having proficiency in English is needed for ourselves, for continued education in the university, travelling, doing business, or for job-hunting. It is required that every person needs to have proficiency in English well. Therefore, motivation was a good for the students, under the encouragement of motivation students put their efforts to study English and get a better achievement.

The research findings in this study was consistent with some of the previous studies. The result of the previous studies from Nofianis, and Paramitha indicated that there was the correlation between students' motivation and achievement. However, this research investigated the correlation between students' motivation and English academic achievement more specific than the previous studies. It showed the coefficient correlation with r-value 0.744 which belong to high category. Therefore, it can be said that there was any correlation between students' motivation and English academic achievement of the Eighth grade students at SMPN 1 Binuang in the academic year 2018/2019.

The researcher had found that the students mostly do not had problems in intrinsic motivation. The problem was about extrinsic motivation. The problem might be because the teacher used the form of extrinsic motivation in wrong way, therefore the students had reverse motivation to the school education so that extrinsic motivation education had obstacles. The lack of the students' English academic achievement even though they had a high level of motivation might be because of the other factors' influence. Djamarah (2015:177) also claimed students' achievement influenced by various factors, both derived from the inside (physiology and psychology aspect) and from outside (instrumental and environment factor).

## CONCLUSION AND SUGGESTIONS

### Conclusion

Based on the research findings, the researcher concluded that there is any correlation between students' motivation and English academic achievement. After analyzed both variables by Pearson Product Moment formula through SPSS for windows program, it was found that the value of

coefficient correlation ( $r_{xy}$ ) was 0.744. It indicated the interpretation of correlation in this research had high correlation level (0.600 – 0.799). The findings also show that the null hypothesis ( $H_0$ ) was rejected. The alternative hypothesis ( $H_a$ ) was accepted indicating that there is any correlation between students' motivation and English academic achievement of the Eighth Grade students at SMPN 1 Binuang in the Academic Year 2018/2019.

### Suggestions

Based on the conclusion above, the researcher would like to offer several suggestions:

1. The students should maintain their motivation and practice English more and make it as a habit for the students.
2. For the teacher, Teachers should have a good relationship with the students to lighten students' anxiety by create a harmonious and co-operative classroom.
3. For the researchers interested in conducting similar study, they can use different factors that can influence achievement or use more specific indicators based on motivation types.

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