

# CHAPTER I

## INTRODUCTION

### 1.1. Background of the Study

Education is the guidance provided for students in periods of growth and development, in order to achieve a level of maturity, increase knowledge, form the characters, and direct them to become better. Education could also be interpreted as a conscious effort that aims to prepare students through an activity of teaching, guidance and training for the sake of its role in the future.

There is a term which cannot be separated if we are discussing education. The term is called learning. Sardiman (2014:23) said that learning is a change in behavior or appearance with a series of activities, such as reading, watching, listening, imitating and others. Learning is also a process which cannot be seen with the real process that occurs in a person experiencing learning. In learning, there is a process. The process is defined as the change in behavior of cognitive, affective, and psychomotor that happens to learners.

The problems that often arise in teaching and learning activities is the low learning achievement, especially in English. The researcher has been working for eight months as a part-time teacher in a private senior high school. Based on the preliminary study conducted by the researcher, the low achievement was caused by several factors. The first factor was that students were not given the basic concept, such as daily vocabulary of English when they were in the tenth grade. They were only given explanation, exercises, and test, without building the concept first. Consequently, the researcher as their teacher in eleventh grade, found them so difficult to teach since they do not have the basic concept. Therefore, the result was low, and the researcher had to start teaching from the beginning by building the concept.

Building the concept from the beginning was not so easy. The researcher, as a teacher, needed more time to build the concept. However, the curriculum did

not give sufficient time for the researcher to do so. This was the second factor of the problem faced by the researcher. The researcher wanted to build the basic concept of English for students, but the time was so limited. They had to learn all topics given in one year. At the same time, they did not have strong basic knowledge to understand the topics. As a result, both teachers and students found that it was so difficult to continue to the next topic.

The other possible factor of the problem above is motivation. Motivation may be one factor which determines the learning achievement. Motivation may also develop students' interest in learning. Those having high motivation will have strong willingness to learn, and the achievement will be high. In contrast, those having low motivation in learning will also have low interest in learning. As a result, the learning achievement will also be low.

Based on the phenomenon above, there were several possible reasons why motivation correlates with learning achievement. There are internal and external factors. The external factors were class situation, teaching method, and teachers. Meanwhile, the internal factors were health, intelligence, talents, interests, and learning styles.

One of the internal factors was motivation. According to Wiener (1990), motivation is an internal condition, which encourages someone to act, in order to achieve a particular goal, and keep him or her interested in a particular activity.

Motivation has a strong connection with learning. Students who are highly motivated in learning allowed themselves getting high achievement. It means that the higher the motivation, the higher the achievement (Nashar, 2004:5).

Furthermore, according to Sardiman (2012:75), the distinctive roles of motivation were to evoke passion, make students happy, and trigger their energy to learn. Thus, in other word, motivation will encourage students in learning. As a result, students having high motivation would try to study hard, feel happy, and have a high spirit to achieve their goals. Contrarily, those having low motivation

would not be the same as the higher, and the result would not be the same as the higher got.

After conducting teaching learning activity as a part-time teacher for eight months, the researcher found that English was one of the lessons which students considered difficult to learn. Besides, based on the achievement in every test conducted by the researcher as their teacher, almost 90 percent of XI grade students did not reach minimum requirement score, 75. As explained previously, one of the possible causes of the students' low achievement was motivation. To get to know whether there is a high correlation between motivation and learning, this study entitled "The Correlation between students' motivation and English Learning Achievement of XI Grade Students in a Private Senior High School in Surabaya" is conducted.

## **1.2. Research Question**

In line with the background, the research question is formulated as follows.

- Is there a high correlation between students' motivation and English learning achievement?

## **1.3. Research Objective**

In line with the research question, this study aims at finding out whether the correlation between students' motivation and English learning achievement is high.

## **1.4. Significances of the Study**

In line with the research objective, this study may give significance for:

- Teachers.

This study is expected to make teachers realize that motivation is needed in teaching-learning process.

- Students

This study is expected to make students realize that they should have motivation in learning process, in order to achieve good achievement.

- Further Study

This study is expected to be a reference for further researchers aim to make similar research.

### **1.5. The Scope of the Study**

Due to the breadth of the study that will be researched and the researcher is not able to cover all the issues of the study, therefore, the study focuses on finding out the level of correlation between students' motivation and students' English learning achievement.

### **1.6. The Assumptions**

This study is based on the following assumptions:

1. Disregarding the degree, everyone has motivation in doing something.
2. Motivation as one of learning aspects can be correlated with learning achievement.
3. The degree of the motivation can be measured.

### **1.7. Definition of Key Terms**

To avoid misunderstanding, the key-terms used in this study are defined as follows.

- Correlation is a statistical term that states the degree of linear relationship between two or more variables (Karl Pearson, 1900)
- Motivation is something which relates to the drive to do something, to study new things, and encourages us to try again when we fail (Tileston, 2007)
- Learning is "the process of interaction between learners with educators and learning resources in an environment of learning". Learning as a process aims to develop the creativity of thinking that can enhance students' thinking ability, and to increase the capability of constructing new knowledge as an effort to improve understanding towards certain subject (Law of the Republic of Indonesia No. 20 year 2003 of the National Education System)
- Achievement is the result of what student has learnt from some educational experiences (Travers, 1970).

## 1.8. Theoretical Framework

Theoretical framework is a conceptual model of how theory is related to various factors which have been identified as an important issue (Sugiyono, 2010). While Arikunto (2006:99) stated that theoretical framework is part of a theory that explains the reasons or arguments for the formulation of the hypothesis, which will illustrate the researcher's way of thinking, and provide an explanation to others, about the proposed hypothesis.

The successful achievement's level of an action depends on the implementation of the activity or process. The achievement of student learning achievement is influenced by factors from inside the person who studied (internal) as well as others from outside himself (external). Among the internal factors were the learning motivation.

If there is high motivation in learning, it will grow a passion, happy feeling, enthusiasm, and energy to learn. Therefore, motivation is something, which will encourage students to conduct learning activities. Thus, when students learn with high motivation, they will study seriously, delighted, and passionate, in order to achieve their goals in learning.

On the contrary, low motivation may make students do not have high interest in learning, and they will not study seriously. As a result, the achievement will be low.

Based on the explanation above, motivation may affect the learning achievement, in this case, English learning outcome. The higher the motivation, the higher the outcome is. The lower the motivation, the lower the outcome is.

