

THE CORRELATION BETWEEN THE MOTIVATION OF THE FIRST-YEAR STUDENTS OF SMA IN SURABAYA IN LEARNING ENGLISH AND THEIR ENGLISH ACHIEVEMENT

A THESIS

In Partial Fulfilment of the Requirements for
the Sarjana Pendidikan Degree in
English Language Teaching



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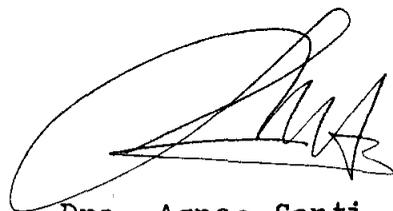
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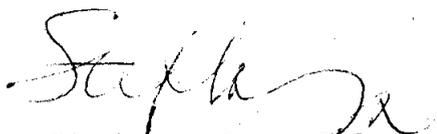
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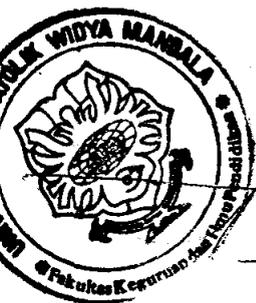
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ABSTRACT

Under the influence of the following problem statements: (1) 'Is there any positive significant correlation between the motivation of the first-year students of SMA in Surabaya in learning English and their English achievement?' and (2) 'Are the first-year students of SMA in Surabaya more instrumentally motivated than integratively in learning English?', this study has been designed to find out whether there is a positive significant correlation between the motivation of the first-year students of SMA in Surabaya in learning English and their English achievement and to see which one of the two types of motivation - instrumental or integrative - the first-year students of SMA in Surabaya have in learning English is more dominant.

These objectives were achieved through the testing of the following working hypotheses: 'There is a positive significant correlation between the motivation of the first-year students of SMA in Surabaya in learning English and their English achievement' and 'The first-year students of SMA in Surabaya are more instrumentally motivated than integratively in learning English'.

There were 210 first-year students of SMA in Surabaya who belonged to the school year of 1987/1988 taken as the subjects of this study. They were taken from the first-year students of SMAK Santa Agnes, SMAK Petra, and SMAK Pirngadi through multistage random sampling; each consisted of 90, 60, and 60 students respectively. On May 1988, a set of questionnaires was administered to these students in order to measure their motivation as well as to know their orientation in learning English. On the other hand, their English achievement was represented by their English grades of the second semester.

The research method used in this study are descriptive in nature: a correlation study and survey. Based on these methods, the data on the motivational index scores and the English grades of the subjects under discussion were analyzed, using Spearman's formula for rank correlation; whereas, the data on orientation index was analyzed, using one-tailed test analysis.

The results of this study indicate that the \bar{r}_c is +0.714. For the significance at the five per cent level, the value of r_t is +0.364. This shows that there is a positive significant correlation between the motivation of the first-year students of SMA in Surabaya in learning English and their English achievement because the value of \bar{r}_c (+0.714) is higher than that of r_t (+0.364). The re-

sults of this study also indicate that \overline{KD} is 51.04%. The value of \overline{KD} confirms the above conclusion because 51.04% of the English achievement of these students is accounted for by their motivation in learning English. The rest 48.96% is caused by other factors which are outside the scope of this thesis.

Besides, it has also been found that the value of Z_c is +5.67. For the significance at the five per cent level, the value of Z_t is +1.65 and -1.65. H_0 is accepted if the value of Z_c is between -1.65 and +1.65. And, H_0 is rejected if Z_c is greater than +1.65 or less than -1.65. Consequently, H_1 was accepted and H_0 was rejected. This empirical evidence warrants that the first-year students of SMA in Surabaya are more instrumentally motivated than integratively in learning English.

This study, however, should be continued, using more sophisticated instruments and research techniques to find which one of the two types of motivation - instrumental or integrative - that makes the first-year students of SMA in Surabaya more successful in learning English in order to give better information to the English teachers who are fostering the acquisition of the new needs of the students and broadening the students' conception of their goals.