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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

Theoretical framework is a basic thinking to investigate a problem that is used to get the correctness in the research. This theoretical framework consists of the presentation of two topics. The first topic discusses the students' motivation in learning English and the second topic is concerned about the students' English learning achievement.

1. Motivation

a. The Definition of Motivation

Motivation is very important in everything we will do. It is a powerful for us to get the best in doing something. Moreover, in teaching and learning process, motivation is really needed. Motivation makes teaching and learning easier and more interesting. It is very good if both of teacher and students motivate each other in teaching and learning process.

Many experts in psychology have given various definitions of motivation. According to Santrock (2004: p.417), "motivation is the processes that energize, direct, and sustain behavior". It means that motivation is the process in which pushes and shows students to do something and keep on the activity continuously. Motivated students will feel eager to achieve what they want with strong desire. It is similar to the idea of Schunk (2012) that motivation is the process of

students to conduct activities based on their goals and to keep them on straight away.

Brown (2000) points out the definition of motivation into two aspects:

1. Behavioristic definition

A behaviorist defines a motivation as “the anticipation of reinforcement”. Those who see human drives as fundamental to human behaviour claim that motivation stems from basic innate drives. Ausubel elaborated on six different drives: exploration, manipulation, activity, stimulation, knowledge, and ego enhancement. All of these drives act not so much as reinforcers, as in behavioristic theory, but as innate predispositions, compelling us, as it were, to probe the unknown, to control our environment, to be physically active, to be receptive to mental, emotional, or physical stimulation, to yearn for answers to question, and to build our own self-esteem. Again it takes little imagination to see how motivation in the classroom is the fulfillment of these underlying drives.

2. Cognitive definition: three different theories illustrate this side of motivation:

- a. Drive Theory

Those who see human drives as a fundamental to human behavior claim that motivation stems from basic innate drives.

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b. Hierarchy of needs theory

This theory is based on the needs theory of Maslow (1970) that the spirit of drive theory, elaborated further to describe a system of needs within each human being that propels us onward and upward to higher and higher attainment.

According to Maslow, Human Behavior can be explained by looking individual interest to achieve personal goal that makes herself feel satisfied, and valuable. This case formulates a need theory that consists of five universal needs. This need motivates somebody to act or to do something in order to satisfy her needs. The needs which are classified by Maslow are :

- 1) Psychological needs, it is the basic human need. These consist of the needs that its satisfying are aimed to satisfy biological need, for example; the needs of food, water, sex. Psychological needs must be satisfied firstly before the upper needs.
- 2) Need for safety, it is a need that arose after psychological need has been satisfied. Need for safety can be seen as a normal need, especially for adult, it can be seen from her need to get permanent job , save from work and so on.
- 3) Need for love and belonging, it is a need that motivates the person to build an affective relationship with family or other people.

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4) Need for self esteem, Maslow divides this need into two, namely: need for self esteem from herself and need from another person. The first need stands for the need to get competence, believing in herself, personal strong, and freedom. It can motivate the person to finish her work, and she can solve the problem that is faced in her life. In this case the person who does the work needs an esteem from what she has done, but when a need for self esteem cannot be satisfied, she will get negative feeling, she will judge herself that she has lower position than another person.

5) Need for self actualization. It is a highest human need in stages of need that is made by Maslow. Self actualization can be satisfied based on the potential on that is possessed by the person who wants to satisfy self actualization.

c. Self-control theory

Motivation is highest when one can make one's own choices, whether they are in short-term or long-term contexts. The previous lengthy explanation on theories of motivation should become the source of inspiration for teachers in designing methods of teaching that will enhance students' motivation (if they are not motivated enough) and one that will not debilitate it (if they are already highly- motivated).

Motivation has a significant role in teaching and learning process. The students who have a higher motivation will get a better opportunity to achieve the goal in their learning activities than the lower one. Harmer (1991) states that motivation is an energy of students which is comes from inside encouraging themselves to do activity. It is assumed that motivation is an essence of learning to achieve something. It is a process which directs students to activity to get goals.

James (2009) says that the idea of someone to conduct activity and control the frequency of the actions is called motivation. It is used to see whether the students are interested in the classroom activities. So, students' motivation becomes a vital part in teaching and learning process. It gives a great influence to students to push themselves in learning to get their needs, goals, and interests.

From those definitions above, it is concluded that motivation is an energy and direction to do something. Motivation is a process to get success and has a great influence to the future achievement. In teaching and learning process, giving motivation to the students is a process to push and to support them to learn. Therefore, it can help the students to achieve their goals.

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b. Kinds of Motivation

Generally, motivation and learning process are two aspects which mutually affect each other and cannot separate. Usually, learning motivation can be influenced by two kinds of factor. Those are intrinsic factors and extrinsic factors. Particularly, intrinsic factor can be form as desire to be successful, an encouragement and requirement in learning, and also hope and aspiration for the future. Extrinsic factor can be form as appreciation, interesting activity in study, and conducive learning environment so that students study well. (Uno, 2009: 23).

In line with that statement and according to Schunk (2008), motivation is divided into two parts, extrinsic motivation and intrinsic motivation.

1) Extrinsic Motivation

Extrinsic motivation is motivation which engages in an activity as a means to an end. Motivated students extrinsically work on activities because they believe that participation will result in desirable outcomes such as reward, teacher praise, or punishment. According to Santrock (2004), extrinsic motivation causes someone to conduct something in order to get something else. In other words, it is a means to get something. Motivation is caused by external incentives such as rewards and punishments.

Extrinsic motivation is motivation which comes from outside. As Hamalik (1995) explains that extrinsic motivation is motivation that is caused by outside factors of situation. In Marsh' (2010: p.58), he informs that extrinsic motivation is “Experienced by students when they receive a reward, or avoid punishment, or in some other way unconnected with the task earn approval for particular behavior.” From the statement above, it is assumed that extrinsic motivation is caused by factors from outside of students. It can be from teachers, parents, friends, environment, etc.

Many factors that can influence upon students' extrinsic motivation in teaching and learning process as follows:

a) Teacher

Teacher is a person who has an important role in teaching and learning activity to socialize and shaping motivation among students. Teacher is not only a person who transfers the knowledge to students, but also as a motivator who always motivates and supports the students in teaching and learning. Dornyei (1998) informs that teacher's skill in motivating students should be seen as the central in teaching and learning process. Teacher is the key instrument to handle and organize students in the classroom. The teacher has responsibility to make teaching and learning process

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successfully. Thus, teacher has an obligation to arise motivation to the students to learn hard.

b) Parents

The role of parents can influence upon students' extrinsic motivation in teaching and learning process. Parents give great influence to their children as students in school. Parents are expected to motivate their children to achieve the good goals in school. Harmer (1991: p.4) stated that "if the parents are very much against the culture of the language this will probably affects his or her motivation in a negative way. If they are very much in favor of the language this might have the opposite effect". This statement means that parents have an important role to motivate their children. They should support their children to create their motivation.

c) Environment

The teaching and learning activity in which conducted in good, clean, and health environment can give better satisfactory to both teacher and students than conducted in bad environment. Environment also will cause students' motivation. Students will be more interesting, if the environment of the classroom is comfortable. According to Tabrani (2003), environment

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is everything which exists around us, which has correlation and gives influence to ourselves.

2) Intrinsic Motivation

According to Schunk (2008), intrinsic motivation refers to motivation concerned in activities for its own sake. Internal motivation involves motivation to do something for its own desire. This motivation is appeared from ourselves. The students who have intrinsic motivation will study hard and enjoy the teaching and learning process because they have desire to do everything from inside themselves. They do activities because they have own desire and reward from themselves and do not depend on the external rewards. Harmer (1991) states that intrinsic motivation takes a vital role in the result of students' language learning. Many students bring no extrinsic motivation to the classroom. They may perceive no interest about language learning in the classroom. Therefore, it becomes teacher's role to create intrinsic motivation in the classroom in order to maintain students' learning.

According to Emily (2011) in her research, intrinsic motivation is appeared from students' personal such as their comfort, happiness, interest. Researchers often contrast intrinsic motivation with extrinsic motivation, which is motivation governed by reinforcement contingencies. Traditionally, educators consider

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intrinsic motivation to be more desirable to result in better learning outcomes than extrinsic motivation. Intrinsic motivation is better for students because if the students have intrinsic motivation, they will be easier and more enthusiastic in learning. Students who have intrinsic motivation also will be quicker and more simply to achieve their goals because they have motivation inside themselves.

c. Roles of Motivation in Learning English

English is one of the important subjects in the school program which should be studied by the students. However, based on the other researchers' observation in teaching English language, many students don't like study English because they think English is not their first language (L1), or because of laziness, and lack of vocabulary.

Those things actually happen because the students have low motivation. According to Sardiman (1990), in teaching and learning process, motivation can be called as the whole of locomotion in individual that appears learning activity which ensures the directness of learning activity and gives the direction toward learning activity in order to achieve the goal that they need. It means that if the students have high motivation in learning, it will make them get good achievement. According to Uno (2011), there are three functions of motivation in learning: (a) Learning motivation encourages students'

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behavior or their performance. This action will appear because of motivation. Motivation is as a moving spirit from each activity that they do. (b) The function of learning motivation is as a director in learning process. It means that motivation directs to the alteration in order to reach the goal. Motivation can give the direction and the activity that should be done toward their purposes. (c) Learning motivation is as activator. It means that motivation moves the students' behavior in learning. In other words, learning motivation is as imputes effort.

Based on the explanations above, motivation has an important role in learning process, not only in language learning, but also in other subjects. Brewer & Burgess (2005) say that motivation is a basic and essential part of learning. Gardner (1985, p. 45) explains that motivation refers to the combination of effort plus desire to reach the goal of learning language plus pleasurable attitudes toward learning the language.

d. Factors Affecting the Students' Motivation in Learning English

In learning language, there are some factors influencing students' motivation. There are internal and external factors. Internal factors are such as; age, gender, religion, need, interest, attitude, expectancy, self-efficacy, and native language proficiency. External factors that influence students' motivation are teacher, course content and

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atmosphere, social identity, role models, home support, and classroom environment.

Sardiman in Haqza (2014) points out some motivation factors in language learning are:

- 1) The students are confident with themselves.
- 2) The students feel satisfied when they are able to show their ideas verbally.
- 3) The teacher has good relation with the students, so that the students feel comfortable among the students.
- 4) The students have time and chance to deliver their opinion freely.

In addition, Brophy (2004) points out some factors affecting students' learning motivation as follows:

- 1) Teachers' expectation
- 2) Directly instruction
- 3) The appropriate feedback
- 4) Reinforcement and reward
- 5) Punishment

According to Harmer (1983), sources of motivation are:

- 1) The Society We Live in

Outside any classroom, there are attitudes to the language learning and the English language particular. All the views of language learning will affect students' attitude to the language

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being studied and the nature and strength of this attitude will, in its turn, have a profound effect on the degree of motivation that the students bring to class and whether or not the motivation continues.

2) Significant Others

A part from the culture of the world around students, their attitude to language learning will be greatly affected the influence of people who are close to them. The attitude of parents and older sibling will be crucial. And the attitude of student peers is also crucial. If they are critical of the subject or activity, the students own motivation may suffer.

3) The Teacher

Clearly a major factor in the continuance of students' motivation is the teacher.

4) The Method

The method is vital that both teacher and students have some confidence in the way of teaching and learning. When either loses this confidence, motivation can be disastrously affected, but when both are comfortable with the method being used, success is much more likely.

According to Lunenburg and Ornstein (2000), there are three common aspects of motivation:

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- 1) **Effort:** effort refers to the magnitude, intensity, of the humans' work-related behavior. In the other hand, effort means humans' work hard.
- 2) **Persistence:** persistence concerns the sustained effort in human work-related activities.
- 3) **Direction:** whereas effort and persistence concern the quantity of work performed, direction refers to the quality of humans' work or the investment of sustained effort in a direction that gives the benefits.

The characteristics of the students' motivation according to Ur (2009) are:

- 1) **Positive task orientation.** It means the learners have willing to undertake task and challenges and also has confidence in his/her success.
- 2) **Ego-Involvement.** It means the learners find the importance of success in learning for themselves.
- 3) **Need for achievement.** It means the learners have a need to achieve and overcome difficulties and succeed in what he sets out to do.
- 4) **High Aspiration.** It means the learners are ambitious in getting the best learning for their own self.
- 5) **Goal Orientation.** It means the learners know the goals of learning and know what they have achieved in learning process.

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- 6) **Perseverance.** It means the learners have the high level in doing their efforts.
- 7) **Tolerance of ambiguity.** It means there is not the big problem for the learners in learning process. The learners are not disturbed or frustrated by situation involving a temporally lack of understanding or confusing.

Hamalik on Sanjaya (2008) points out that the influences of motivation are; students' awareness of their learning goals, teachers' attitude to their students in class can be as intrinsic or extrinsic motivation, influence from students' group, and class environment. The writer gets the points from this theory that motivation in learning is influenced by students' self, the teachers, and also students' environment. All of these roles have their own influences to make motivation exist. Due to the existence of motivation, the successful learning can be achieved. This theory has the same meaning as Dornyei's (1994: p.273-284) that the researcher has mentioned in the previous chapter that is stated "motivation is one of the main determinants of second/foreign language learning achievement."

As mentioned above, one of influencing factors of motivation is the class environment. It makes the researcher interested in finding out more how motivation is in class. For this case, the researcher found that motivated learning which Schunk and friends, and also Sanjaya define it in their book.

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Schunk and friends (2008: p.147) define “motivated learning is a motivation to acquire skills and strategies rather than to perform tasks that modeling by with highlights the role of self-efficacy”. Sanjaya (2008) also has the same perception that the learning can be successful if students’ motivation as direct and arouse. It can be stated that motivation is acquired in learning in order to achieve the skills and strategies.

From the theories above, the researcher concludes that motivated learning is a thing that can help to build successful learning in class. In a learning process, motivation can be a good machine as the energy.

e. **The Way to Motivate the Students in Learning English**

After knowing the kinds of motivation, in learning and teaching process, the role of motivation, both of intrinsic and extrinsic are needed. The motivation for students can develop some activities in their study. Motivation and study are two things that influence each other. Study is change of behavior permanent relatively, and potentially happens as the result of reinforced practice which is based on aim to reach the particular aim.

Human motivations need an appreciation of the basic desires. Actually it exists in all normal human beings. As an aid to the process of development from birth onward, a human being” s behavior is influenced by a host of potential desires and cravings that operate as

the driving forces of his life activities. The total of satisfaction or annoyance that he experiences in many situations is established by the level to which his pushes and interests are gratified or thwarted. Motivations, arising out of natural urge or gotten interests, are dynamic forces that affect behavior, thoughts, and emotions.

Motivation to study can emerge because of intrinsic factor, that is ambition and longing to be successful and the push of requirement to study, hope of an ambition, whereas extrinsic factor is the existence appreciation, the conducive environment of study, and the interesting activity of study. But must be remembered, both of factors are caused by a particular stimulation, so someone wants to do the studying activity which is energetic and enthusiasm.

In this case, it needs to know how to motivate the students in learning English. There are some forms and the ways to build the students' motivation in learning activities in their school :

1) Giving score

Score, in this case, as a symbol from the value of learning activities. Many students study hard to get a good score. A good score for students is strong motivation.

2) Competition

Competition can be used as an instrument to motivate the students who are studying hard. Competition, individual or group, can increase students' achievement in learning English.

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3) Giving test

Students will study hard, if they know tomorrow there will be a test. Giving a test includes of good motivation. But the teacher must remember, not to be often giving a test (everyday) because, they will be bored. In this case the teacher must be opened. It means if a teacher wants to give a test, they should give an information to the students first.

4) Reward

Reward, can be divided into two, those are:

a) Giving a praise

When there is a student who succeeds and finishes his/ her work well, it is necessary to give a praise. Giving praise is a form of positive reinforcement.

b) Punishment

Punishment is a negative reinforcement; it can be as instrument to motivate the students if the teacher gives it in good situation.

f. Assessing Motivation

Assessing motivation is an important topic for researchers and practitioners to know the level of motivation and how to optimize it. Motivation can be assessed in various ways. Schunk (2008) describes three kinds of methods for assessing motivation:

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1) Direct observations

It refers to behavioral instances of choice of tasks, effort, and persistence. It is usually used to measure motivation. Motivated students can be seen from the observation of students' persistence at tasks, the effort they expend to perform well, and how willingly they engage in tasks.

2) Rating by others

Another method to assess motivation is done by observers (teachers, parents, researchers) to rate students. Rating by others is judgments by observers of students on characteristics indicative of motivation. One of the advantages of rating by others is observers may be more objective about students rather than students do it themselves because it is done by others.

3) Self – reports

Self-reports involve people's judgment and statement about themselves. The types of self-report instruments are questionnaires, interviews, stimulated recalls, think-alouds and dialogues.

- a) Questionnaires consist of a number of questions that should be answered by respondents asking about their actions and beliefs.
- b) An interview is a type of questionnaire in which the questions or points to discuss are presented by an interviewer and participants answer orally.

- c) Stimulated recalls, recall of thoughts accompanying one's performances at various times.
- d) Think-aloud refers to students' verbalizing aloud their thoughts, actions, and emotions while working on a task.
- e) Dialogues are conversation between two or more persons.

Moreover, a number of researches by Gardner (2004) also used self-reports to assess motivation. The Attitude/Motivation Test Battery is the kind of technical report to know students' motivation and attitude toward language learning. It is consisted of many statements describing students' perception in learning a language. AMTB is made to assess non-linguistic aspects in language learning. Many researchers also adopted AMTB to assess their study about attitude and motivation because the questionnaires are quiet valid and reliable to asses students motivation. This study also adopted some questionnaires from International AMTB Research Project by Gardner. This AMTB is the English-language version for use with students studying English as a foreign language. However, the researcher only took the questionnaires about motivation which are suitable with this study.

To strengthen the result of motivation, this study also conducted observation to the English teaching and learning process. It was done to confirm the result of motivated students in questionnaires whether they truly have high motivation or not. Motivated students can be seen

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from the observation of students' persistence at tasks, the effort they expend to perform well, and how willingly they engage in tasks.

2. English Learning Achievement

a. Learning

The word 'learning' has some definitions. In the Encyclopedia of Educational Research, learning is defined as a process of gaining new knowledge or skill. In order to qualify as learning rather than just temporary gain, this process must include retention of knowledge or skill so that it can be displayed at the future (1985: 2975).

Chance (1985: 17) states that learning as a relatively stable and unspecified change with an organism that makes a change in behavior that is due to experience and that can not be accounted for in terms of reflexes, instincts, or the influence of fatigue, injury, disease, or drug. This definition implies that learning refers to the changing of human being which is due to experience or planning, not due to natural growth.

Each scientist has their own theory about what learning is. Kimble in Hargenhan and Olson (2010) said that learning is a relatively permanent change in behavioral potentiality that occurs as a result of reinforced practice. That means learning has a change in behavioral and needed a reinforcement to reinforce it.

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Nowadays that theory also has a meaning that learning is a change in behavior or potential behavior of a relatively permanent that comes from experience and cannot be attributed to temporary body states as a condition caused by illness, fatigue or drugs. In this theory, learning still needs an experience but it leaves to the theorists itself what kind of that experience. The experience may be as the correlation of stimulus and response, reinforcement and others.

Bigge and Shermish (1992: p.1) state that learning is basic to development of athletic prowess, of tastes in food and dress and of the appreciation of art and music. It contributes to ethnic prejudice, to drug addiction, to fear, and to pathological maladjustment. It produces the miser and the philanthropist, the bigot and the patriot. In short, it influences our lives at every turn, accounting in part for the best and worst of human beings and for the best and worst in each of us.

Schunk (2012) defines the learning involves acquiring and modifying knowledge, skills, strategies, beliefs, attitudes, and behaviors. It means that learning is not only getting knowledge, but also modifying the knowledge itself and elaborates it into skills, attitudes and so on. Learning is an enduring change in behavior, or in the capacity to behave in a given fashion, which results from practice or other forms of experience. So learning is the process that involves not only the practice but also other forms of experiences. It is described by Schunk (2012) as follow;

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Three criteria of learning;

- 1) Learning involves change—in behavior or in the capacity for behavior. People learn when they become capable of doing something differently.
- 2) Learning endures over time.
- 3) Learning occurs through experience.

It means that learning is not a simple process. Learning has to make the changing in the person. Learning must make the learner able to do what they have learned. Learning needs time to make the successful learning.

More specifically, Brown (1987) breaks down the definition of learning into some items. They are:

- 1) Learning is acquisition or getting.
- 2) Learning is retention of information or skills.
- 3) Retention implies storage system, memory, cognitive organization.
- 4) Learning involves active, conscious focus on and acting upon event inside or outside the organism.
- 5) Learning is relatively permanent.
- 6) Learning involves some forms of practice.
- 7) Learning is a change in behavior.

From the definitions above, it can be concluded that learning is a process that is indicated by people's changes from the interaction

between individual and his environment. The process is done by individual for the better result of the society interaction. The process of learning of individual can happen in one day, one week, one month, or even for many years.

The learning has to be able to make the learners have their new experiences, knowledge. Then, these new parts of learning also have to be modified by the learner. The modifying means that the learners are able to apply their knowledge in any condition because they really understand it.

b. Achievement

According to Hornby (1995), the word ‘achievement’ derives from ‘achieve’ which means to succeed in reaching a particular goal, status or standard especially by effort, skill, courage, etc. Alkin (1982: p.1) states that achievement refers to accomplishments and carries the connotation that accomplishments follow a period of study, training or practice.

Meriam – Webster Collegiate Dictionary (2004), asserts that there are three definitions about achievement:

- 1) Achievement is the act of achieving , accomplishment
- 2) a. Achievement is the result gained by effort
 - b. Achievement is a great or heroic deed
- 3) Achievement is the quality and quantity of a students’ work.

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To see how far the students have learned in their learning, the teacher can see it through their achievement test. Santrock (2011: p.521) states that “an achievement test is intended to measure what the student has learned or what skills the student has mastered.” It makes the researcher conclude that achievement test is the way to measure the students’ progress in their learning. With achievement test, the teachers get the evidence of the students’ progress result from their class that they have taught.

The researcher also gets another theory from Airasian (2008: p.53) that “achievement refers to school-based learning, while ability and aptitude refer to broader learning acquired mostly through nonschool sources such as parents and peer groups.” Ur (2009: p.4) also states that “an achievement test measures how much the material taught in a given course, or part of one, has in fact been learned.” It is the same as Oosterhof (2003: p.28) who states “achievement tests measure students’ present status with a set of skills. Achievement test are used to evaluate the effectiveness of instructional programs and to identify students with learning disabilities.” That means achievement test is the measurement tool that teachers give to their students in order to see the effectiveness of the learning process which is going in their students. Also with this test, the teachers can see what difficulties that the learners have in their learning process.

From these theories, the researcher concludes that achievement is the accumulative result of learning process. In achievement, the teachers or the students themselves can see how far their learning process that they did.

c. English Learning Achievement

From the explanation above, the researcher has the understanding for this variable that English learning achievement is a result of students learning progress in class. This achievement appears as the score that can be as description of their success in learning. If the students get 50 in their test, it can be concluded that they are not really successful in the learning. This assuming also can be used in opposite words.

English learning achievement in this study can be described as the result of English learning process that students get from the teachers in form of score. The score is getting through test that teachers made or a kind of standardized test. In this study, the achievement scores can help the researcher to describe how far the students' ability in English is. The achievement scores also come from the calculation of some tests that teachers have made for their students.

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d. Factors Affecting Learning Achievement

There are many factors affecting students' learning achievement. Suryabrata (1983) states that factors influencing students' learning achievement are factors that come from students' external and internal sides. External factors include environmental and instrumental factors while internal factors cover psychology and physical factors.

In addition, the instrumental factors include curriculum program, facilities, and teachers. Meanwhile, the physical factors cover general physical conditions and five senses and psychological factors consist of interest, intelligence, aptitude, motivation, cognitive ability, and personality.

Roijakkers as quoted by Sofiah (1998: 13) proposes that learning achievement is influenced by two factors. The first is concerned with factors that come from students and the second is from the teachers. Students' factors include motivation, attention toward subject, ability to apply what has been learned. Meanwhile, the teacher's factors are the abilities to establish students and teacher's communication, encourage students' interest and motivation, transfer material, response to the students' ability.

According to Brown (1987), there are some affective factors determining the success of the learner such as motivation, attitude, risk taking and extroversion. A student with high motivation will make some efforts to achieve his purposes. Good attitude contributes the

success of the student, like attitudes towards the teacher and target language. Furthermore, Brown (1987) states that risk taking is an important characteristic of successful learning of a language. A student also should take a risk from his unawareness to be successful. Finally, an extroverted student should often participate actually in class discussion.

e. Measurement of Learning Achievement

Kerlinger (1979: 451) explains that achievement tests measure present proficiency, mastery, and understanding of general and specific areas of knowledge. For the most part, they are measures of the effectiveness of instruction and learning.

Brown (2003: 48) states that the specifications for an achievement test should be determined by:

- 1) The objectives of the lesson, unit, or course being assessed
- 2) The relative importance (or weight) assigned to each objective
- 3) The tasks employed in classroom lessons during the unit of time
- 4) Practically issues, such as the time frame for the test and turnaround time
- 5) The extent to which the test structure lends itself to formative wash back.

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Alkin (1982: 6-8) states that there are many techniques that can be used to measure students' learning. The techniques are as follows:

1) Choice-Type Questions

The typical multiple choice item presents a statement or question followed by several alternative responses or answers.

2) Short-Answer Items

Short-answer items typically require a single word, phrase, or numerical answer. It requires students to construct a response rather than simply recognizing a best answer and it reduces or eliminates the possibility of getting the right answer by guessing.

3) Performance Assessments

The recent growth in interest in essay examinations is part of a larger movement that is calling for construction of performance assessments that are more closely, mirror long-term instructional objectives.

In Indonesia, commonly used types of evaluation technique are the assignments and tests. The form of the assignments that the teachers usually give to the students is doing homework. Meanwhile, in tests, the students are commonly asked to answer a number of the questions.



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3. The Correlation between Students' Motivation in Learning English and Students' English Learning Achievement

Motivation is a drive inside of the people in doing something. Motivation can be as energy fuel in doing everything, included learning. With motivation, the learning can run well. Motivation can be as the indicator that the person enjoys what he/she does. In the learning process, students' motivation is one of the factors that makes their learning work well. As the theorists stated above, the motivation is the key component in learning achievement.

According to Harmer (2002: p.3), "the biggest factor that affects the students' success in learning process is motivation." It means the students who have high motivation will push them in learning English and will be able to overcome their worry in learning English. According to Kevin Berry and Len King (1998), students become highly motivated to achieve when they believe they can perform a task or an activity successfully. The students who have confidence to be successful, they believe that if they have high motivation, they will be successful in learning activities. Gardner (2006) states that students with higher level of motivation will do better than students with lower levels. Achievement can be as the description for the students and also about how well their learning process works. So, the achievement in learning can be seen in form of learning score. If the students have the great scores, it means the

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learning process is successfully achieved by the students and the teachers also.

The researcher concludes that it can be happened in English learning process. From the description above that explains motivation affects learning achievement, it makes the researcher believe that there is correlation between students' motivation and their learning achievement. According to Dornyei (1994: p.273), one of main determinants of second or foreign language learning achievement is motivation.

B. Relevant Research

According to Syafi'i (2014), relevant research requires to observe some previous researches conducted by other researches in which they are relevant to our research. There are some researches that relevant with this research.

Meenaz Sham (2008) conducted study entitled "Students' Attitude, Motivation and Anxiety towards English Learning." This study attempted to investigate gender wise students' attitudes, motivation and anxiety towards the learning of English as a second language in the multilingual context of Karachi, Pakistan. The study adapted a survey questionnaire from Gardner's 'Attitude Motivation Test Battery' to explore attitudes (English Language Learning), Motivations (intrinsic and extrinsic) and classroom anxiety of grade 8th students in a private secondary school. The survey findings of 77 students highlighted that the students had positive attitude and high level of enthusiasm towards English language learning. This study also described a

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higher degree level of extrinsic motivation than intrinsic motivation. Overall, the results emphasized girls to have a slightly higher degree of positive attitudes and motivation comparable to the boys.

Yang, Y. and Mukherjee, D. (2012) in their research entitled “The Correlation between English Learning Motivation and Achievement in Three Chinese Junior Middle Schools” found out that there was positive correlation between students’ English learning motivation and students’ achievement. The sample was taken from three classes of students selected from first grade junior middle school. Data were collected from the motivation questionnaires administered to students and also interviews with their English teacher to collect their average English grade, which indicated their English achievement.

C. Operational Concept

There are two variables used in this research, they are variable X and variable Y. Students’ motivation in learning English is as variable X and students’ English learning achievement is as variable Y.

1. Variable X

The indicators of students’ motivation in learning English are measured through following indicators stated by Ur (2009):

- a. The students are willing to undertake task and challenges and have confidence in their success.

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- b. The students find the importance of success in learning English for themselves.
- c. The students have a need to achieve, overcome difficulties and succeed in what he sets out to do.
- d. The students are ambitious in getting the best learning for themselves.
- e. The students are very aware of the goal of learning activity.
- f. The students have the high level in doing their effort.
- g. The students are not disturbed and frustrated in learning activity.

2. Variable Y

In this research, to investigate the variable Y (students' English learning achievement) the researcher used the final test score of second year students at State Senior High School 1 Batang Cenaku.

According to Arikunto (2012), the score of students' achievement can be calculated into the following criteria:

- | | |
|-------------|-----------|
| 1) 80 - 100 | Excellent |
| 2) 66 – 79 | Good |
| 3) 56 – 65 | Average |
| 4) 40 – 55 | Fair |
| 5) 30 – 39 | Poor |

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D. Assumption and Hypothesis

1. Assumption

Before stating the hypothesis as a temporary answer to the problems, the writer would like to present assumption of this research as follows:

- 1) The students' motivation is various.
- 2) The students' achievement is various.
- 3) The better students' motivation in learning English is, the higher their achievement will be.

2. Hypothesis

Ho : there is a significant correlation between students' motivation in learning English and their English learning achievement.

Ha : there is no significant correlation between students' motivation in learning English and their English learning achievement.