

## THE CORRELATION BETWEEN EIGHTH GRADERS' LEARNING MOTIVATION AND ENGLISH ACHIEVEMENT DURING THE PANDEMIC AT SMPN 1 TARAKAN

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### ABSTRACT

*This study investigated the association between students' enthusiasm to learn and their English academic performance in the eighth grade at SMPN 1 Tarakan during the pandemic. This investigation employed a quantitative methodology based on the correlation method. A stratified random sampling procedure was used to choose the 54 eighth-graders from SMP Negeri 1 Tarakan sample. A learning motivation survey and an examination of the student's English Semester Exam results were used to gather the data. The association between students' motivation for learning and their proficiency in English was examined using Pearson's product-moment correlation. The mean score of 59.50 out of 29.63% on the questionnaire indicated that the eighth graders of SMPN 1 Tarakan were not enthusiastic about learning despite the epidemic. During the pandemic, the English scores of eighth-graders were also low, with a mean score of 57.19, or approximately 66.67%. During the pandemic, students at SMPN 1 Tarakan exhibited a highly significant correlation between their English achievement and their motivation to learn, as indicated by this finding.*

**Keywords:** *Learning Motivation, Learning Achievement*

### INTRODUCTION

English is an international language used in almost all parts of the world. English is the primary language in any country; well, in Indonesia, English is a Foreign language. In addition, (Ahmadi, 2018) stated that language is a significant element that affects international communication activities. There are four basic English skills: speaking, reading, listening, and writing. English is essential to learn, in addition to adding knowledge and insight. English lessons have long been taught in Indonesia, especially from elementary school to University. The existence of English language learning in these schools aims to provide or teach students to recognize and understand English as a foreign language. In the last two years, the Covid-19 pandemic has switched all aspects of living, including education, especially in the teaching and learning process. A striking change from face-to-face to online learning (Study From Home). The holding of learning from home is also based on a government decision (Girsang, 2020) claiming that The purpose of implementing Learning From Home is to ensure the fulfillment of the student's rights to obtain educational services during the Covid-19, protect education unit residents from the adverse effects, prevent the spread and transmission of Covid-19 in education units and ensure the fulfillment of support psychosocial for educators, students, and parents.

With online learning, students can still learn and gain knowledge, and educators can still work and teach even during the current pandemic. However, the online learning process also encounters obstacles for teachers and students that decrease learning motivation, including network problems, not having a smartphone or sophisticated technology to follow online learning, and need help understanding the explanations or materials shared online. Unfortunately, during the pandemic and online learning, students lost enthusiasm or motivation to learn.

One factor that supports the implementation of student learning very well is motivation. High learning motivation obtained by students dramatically affects how the students capture and respond to lessons and students' outputs. In addition, (Rafiola et al., 2020), Learning motivation is an impetus for students to function as an effort to achieve their goals or achievements. Motivation is the primary key to running the learning smoothly and students getting satisfactory grades. Motivation to learn English is fundamental to building students' enthusiasm for learning English and improving students' achievement. The loss of motivation to learn English makes students lack knowledge in English, cannot pronounce words or sentences in English correctly and adequately, do not understand the meaning of words in English, do not master much vocabulary in English, do not understand grammar well in English, less skilled in making sentences in English and of course the decline in student scores in English lessons. Therefore, the research aims to find out whether there is a correlation between students' learning motivation and English achievement during the pandemic among eight grade students of SMP Negeri 1 Tarakan.

## METHOD

The research was the quantitative research variables; the design employed was a correlational method in which the data was produced numbers and analyzed using descriptive or inferential statistics. To get the sample, the researcher used *stratified random sampling*. This research's respondent was 54 eighth-graders of SMPN 1 Tarakan. In collecting the data, the researcher used a questionnaire and data analysis from the English student's scores in the final Test in the second semester. The questionnaire consists of 25 questions with 4 Point Likert Scale.

## FINDINGS

### Students' Motivation

The result of students' learning motivation comes from a questionnaire about the motivation t distributed to respondents at SMPN 1 Tarakan, totaling 54 students. Learning motivation data based on respondents' responses obtained from the questionnaire of as many as 25 items with the number of respondents 54 students. The research results obtained a minimum score = of 30; maximum score = of 92; mean = of 59.50; range = 62; standard deviation = of 19.425.

**Table 1. Classification of Students' Learning Motivation**

Class Interval	Category	Frequency	Percentage
$X > 75$	Very High	16	29,63 %
$75 > x > 62,5$	High	5	9,26 %
$62,5 > x > 50$	Low	16	29,63 %
$X < 50$	Very Low	17	31,48 %
		54	100 %

The table above shows four categories for the classification of learning motivation. Those categories are very high, high, low, and very low. From the table, it can be seen that the frequency of learning motivation in the very high category was 16 students (29.63%), the high category was five students (9.26%), for the low category was 16 students (29.63%) and very low category were 17 students with (31.48%). Overall, the highest percentage of learning motivation of the eighth-grade students of SMP Negeri 1 Tarakan had the highest percentage of learning motivation during the Pandemic was in the very low category.

### Students' English Achievement

The result of students' English achievement was taken from the final test obtained by students at the end of the second semester. In this research, the final score of English students was obtained from Mrs. Rusliah Tanggiling S.Pd as an English subject teacher in the eighth grade. The range in this research was 84, with 12 as the minimum score and 96 as the maximum score. The mean score was 57.19. The mean score of 57.19 indicates low English achievement in the eighth-grade students of SMP Negeri 1 Tarakan during the Pandemic was low. To determine the number of interval scores calculated by the interval formula used in SMP Negeri 1 Tarakan, see

**Table 2. Classification of Students' English Learning Achievement**

Interval	Predict	Category	Frequency	Percentage
92-100	A	Very Good	11	20,37 %
83-91	B	Good	7	12,96 %
74-82	C	Fair	0	0,00 %
0-74	D	Low	36	66,67 %
			54	100 %

*Source: SMPN 1 Tarakan*

The table above shows four categories for classifying students' English learning achievement. Those categories are very good, good, fair, and low. From the table, it can be seen that the frequency of learning motivation in the very good category were 11 students at (20.37%), the good category were seven students at (12.96%), and the fair category was 0 student at (0%). The low category was 36 students with (66.67%). Overall, the highest percentage of English achievement among the eighth-grade students of SMP Negeri 1 Tarakan during the Pandemic was in the low category.

### The result of Normality

The purpose of the normality test of the data is to determine whether the data distribution is normal. The probability value for the normality test of the data is 0.05. In testing the normality of the data, the researcher used Kolmogorov Smirnov. The variables are normal if:

- If the significance is higher than 0.05, the data are normal.
- If the significance is lower than 0.05, the data are abnormal.

**Table 3. The result of The Normality Test**

N	54
Asymp. Sig. (2-tailed)	.200 <sup>c,d</sup>

The normality test result, Kolmogorov-Smirnov, students' learning motivation, and English learning achievement results were more than 0.05. The result of two variables from

the calculation was 0.200, which means the data from students' learning motivation and students' English learning achievement was normal. So it can be concluded that the correlation was distributed normally.

### The result of Homogeneity of Variance

In the test of homogeneity data in SMP Negeri 1 Tarakan English learning achievement, the researcher used the Levene Statistic formula using SPSS with a significant level of 0.05%. In this research, the hypothesis of the homogeneity test can be seen as follows:

**Table 4. The result of Homogeneity**

Levene Statistic	df1	df2	Sig	Decision	Result
1.728	6	45	0.136	Ho is accepted	Homogenous

From the test homogeneity of variance test in the table above, the researcher found a significance of 0.136, which was higher than 0.05, so the data was homogeneous.

### Hypothesis Testing

In hypothesis testing, SMP Negeri 1 Tarakan data were calculated to determine the correlation between students' learning motivation and English achievement. The analyzing correlation between students' learning motivation and students' English achievement at SMP Negeri 1 Tarakan was analyzed using the Pearson product-moment test. The analysis was based on the significance and Pearson Correlation values from the correlation between students' learning motivation and English achievement.

Furthermore, if the significance is significant 0.05, compare the person correlation with the table with the significance level of 5%. The result of Pearson Product Moment in this research can be seen in the table below:

**Table 5. Correlations**

Motivation	Pearson Correlation	1	.930**
	Sig. (2-tailed)		.000
	N	54	54
Achievement	Pearson Correlation	.930**	1
	Sig. (2-tailed)	.000	
	N	54	54

The correlation coefficient, or the rest, was 0.930, and it was higher than the table was 0.268, which means that the result from students' learning motivation and English achievement correlates. The level of probability significance (Sig. 2-tailed), which was 0.000, was lower than the level of significance, which was 0.05. Therefore, sufficient evidence suggests that Ho was rejected and Ha was accepted. The result indicates that there was a significant correlation between students' learning motivation and students' English achievement. On the correlation coefficient proposed by (Sugiyono, 2016), the degree of correlation coefficient was very strong (test: 0.930). In other words, there is a tendency that students with good learning motivation will also have good learning achievements.

## DISCUSSION

In the last two years, the Covid-19 pandemic has switched all aspects of living, including education, especially in teaching and variables. A striking change from face-to-face to online learning (Study From Home) makes teachers and students experience culture shock. (Kuning, 2021) stated that A new habit of learning in education has caused culture shock for the students, teachers, parents, and everyone. It decreases students' learning motivation and also students' achievement. This is evidenced by the results of the research that the researcher got on eighth-grade students at SMPN 1 Tarakan, where the motivation of eighth-grade students was at a low level, and students' achievement was also at a low level, which means there is a correlation between learning motivation and achievement during the pandemic. (Rinawati, 2021) agreed that students' learning motivation and students' English learning achievement, there was a significant correlation. Motivation is very important in determining the learning activity because a motivated group will be more successful than those who do not have the motivation (Hamalik, 2002).

The decrease in learning motivation and students' achievement during the pandemic was due to internet disturbances experienced during learning (Eppendi & Vega, 2020; Eppendi, Muliawaty, & Aisyah, 2021; Eppendi & Firdausya, 2022). The disconnection during online learning made students unable to follow online learning properly. Hence, the explanation of the material obtained in online learning also needs to be clarified, making students lazy to participate in the subsequent online learning. In line with that (Sina, Amsikan, & Salsinha, 2021) stated that some students have difficulty in learning because they do not have an Android cellphone, so it is hard to get learning, besides that the limited internet quota and the less optimal network/signal in their respective residences cause online learning to be considered boring learning. Moreover, the lack of interaction between students and teachers also makes online learning less effective, which is the loss of student interest which makes students lose motivation to learn. (Engzell, Frey, & Verhagen, 2021) Survey evidence suggests that children spend considerably less time studying during lockdown.

Online learning is less effective due to time constraints in learning English, which is only done once a week, making delivering material to students less than optimal. Also, some students did not participate in online learning or do their homework. (Sina, Amsikan, & Salsinha, 2021) Online learning is less effective than face-to-face learning, and not all schools are ready to apply online learning. Many schools are implementing this for the first time. In addition, the media that teachers and students can use still needs improvement. These things make learning motivation and students' achievement decrease during the pandemic. The things above are included in some extrinsic motivations, which are thought to be the main cause of students losing their enthusiasm for learning and impacting student achievement. Extrinsic motivation is the motivation to do something to attain some external goal or meet some externally imposed constraint. Because external influences that occur in teaching and learning activities, especially during the pandemic, ultimately impact students' intrinsic motivation, making student learning achievement decline during the pandemic. High motivation can activate student learning activities. Students with high motivation will carry out activities to learn with confidence and responsibility compared to those with low motivation to achieve optimal learning achievement. Thus, students with high learning motivation have a more incredible opportunity to obtain better learning achievement than those with low motivation.

## CONCLUSION

The investigation concluded that the eighth graders at SMP Negeri 1 Tarakan in the 2021/2022 school year lacked learning motivation and English achievement due to the epidemic, as detailed in the preceding chapter. During the pandemic, the mean score for both variables demonstrated that they were at a low level. Extrinsic reasons, such as unreliable networks during online learning, restricted internet quotas, and limited time spent online learning, might eventually affect an individual's intrinsic motivation. Students in the eighth grade at SMP Negeri 1 Tarakan showed a substantial association between their learning desire level and their English-language academic accomplishment. The findings indicated that the null hypothesis  $H_0$  should not be accepted and instead support the acceptance of the alternative hypothesis  $H_a$ . The findings suggest a significant relationship between students' motivation and English achievement during the epidemic.

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