

Learning Motivation and Students' Achievement in Learning English: A Case Study at Secondary School Students in the Covid-19 Pandemic Situation

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Abstract

The Covid-19 pandemic currently occurring has significantly influenced on the motivation and the learning achievement of students. This study aimed at finding out (1) students' motivation in learning, and (2) students' achievement learning English, in the current situation of covid-19 pandemic. By using random sampling technique, this study employed 84 students from the population of 420 students of a senior high school in Surabaya. Data was collected using questionnaires and test, and then was analyzed by using Likert scale and descriptive statistics through SPSS. The research result showed that in the current covid-19 pandemic condition, the correlation between students' learning motivation and students' achievement in learning English was classified in to low category ($r = 0.22$) ranging from 0.200-0.400.

Key words

achievement, learning, motivation, pandemic

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INTRODUCTION

All researchers and experts have agreed that motivation is one of the key factors that influence the learners' success in learning. According to Gardner and Lambert (1972), although language aptitude accounts for a considerable proportion of individual variability in language learning achievement, motivational factors can override the aptitude affect. Barnett (2009) also stated that the most important factor in mastering the English language apparently is motivation. Other factors are intellectuals, learning facilities, and the role of the family. However, these factors do not seem to be the key, although their respective roles cannot simply be ignored.

There are two kinds of motivation that can influence the learners, namely integrative motivation and instrumental motivation (Gardner & Lambert, 1972). Integrative motivation is an interest in foreign languages, a desire to interact with native speakers of the target language culture, and positive attitudes toward these people and their culture. On the other hand, instrumental motivation indicated a desire to study the target language in order to achieve a pragmatic objective, such as to improve an individual's future employment opportunities.

According to Pujals (1986) motivation is a change of energy in a person which is marked by the emergence of feelings and reactions to achieve goals. Motivation is the root word motive. Motive shows an impulse that arises from in someone that causes that person to act to do something. Meanwhile, motivation is the driving force of an effort that affects behavior someone so that he moved his heart to act to do something to achieve results or a specific purpose.

In line with that, Smith (2012) stated that motivation is a very important factor which determines the success or failure in second language learning. Motivation can directly influence the frequency of using learning strategies. In addition, it will be the power of learning, goal setting, and the persistence in learning.

Learning strategy is another's factor that can make students improves their English ability (Strike & Egan, 1978). In learning process, many students still have difficulties to learn. They find difficulties to speak, to write and understand words and sentences. They also study hard because they want to get good score but sometimes they get low scores in their English subject. Besides studying hard, they also need a good strategy in learning. The students have to know, understand and try to learn method that suitable for them to be more effectively.

Adams and Pierce (2006) stated that students who can identify their learning strategy will get easy and enjoy receiving their lesson. The learning strategies are specific action to make learner easier, faster, enjoyable, more self confident, and more effective to new situation. The learning strategy is an idea that used by the learner to understand, to learn, and to save information.

Jonassen and Land (2012) explained that learning strategy is a learning activity to do by teachers and students so that learning objectives can be achieved effectively and efficiently. Besides that, learning strategies are steps taken by student to enhance their own learning. Strategies are especially important for language learning because

they are tools for active, self-directed involvement, which is essential for developing communicative competence.

Gagne (2008) stated that when a student has high motivation and good learning strategy in learning English, he/she will feel interested in and enjoy learning English. It will increase the student English learning achievement. In contrary, students who do not have high motivation and good strategy in learning English will be lazy and get difficulty to learn English. In addition, they will also consider that learning English subject is a boring lesson.

English language skill achievement is divided into two parts of language functions, namely oral and written communication. In this case listening and speaking are oral languages; reading and writing are written language. The learners are expected to be able to be able to listen, speak, read and write in that language (Widdowson, 1985).

By looking at the phenomena above, the researchers had intention to do a research on motivation and the learning achievement. Therefore, the researchers would like to present the research that were conducted in the current condition of covid-19 pandemic. Based on the issues identified, the researchers conducted the current research.

LITERATURE REVIEW

Maslow (1954) stated that it would be uninteresting if motivation were a straightforward concept. There has been no agreement on definitions of motivation. It has been used as a general term, which includes a number of possible concepts. The complexity of motivation includes many components, as like the individual's drive, need for achievement and success, curiosity, and desire for stimulation and new experience.

The term of motivation is derived from the Latin, namely *move* that means to move (Lambert, 1972). The idea of movement is reflected in such commonsense ideas about motivation as something that gets people going and keeps people moving. That opinion was supported by Lewis and Hill (1992) who explained that motivation is the desire or willingness and enthusiasm to do something. Motivation is therefore indeed a complicated term to define and many scholars have tried to provide a definition.

McCormick and James (1989) had identified some main needs which help construct learners' motivation, namely:

1. the need for stimulation, the need to be stimulated by the environment, by other people or by ideas, thoughts and feelings;
2. the need for knowledge, which is defined as the need for achievement
3. the need to process and internalize the results of exploration, manipulation, activity, and stimulation, to resolve contradiction, to search for solutions to problems and for self-consistent systems of knowledge;
4. the need for ego enhancement, for the self to be known and to be accepted and approved by others.

Experts and researchers have stressed that it is important to recognize the construction of motivation. Although students may be equally motivated, the source of their motivation may be different and of course, their success in learning will also be different. Gardner and Lambert (1972) divided motivation into two kinds of motivations. They are integrative motivation and instrumental motivation.

1. Instrumental motivation

Instrumental motivation happens when external factors make the person do something and comes from an external source encouraging or fostering an individual to succeed. The instrumental motivation is the result of any number of outside factors. In this type of motivation, learners may make efforts to learn a L2 for some functional reasons - to pass an examination, to get a better job, or to get a place at university. For example, people learn English to get better jobs with high salaries in foreign companies. Some students or teachers learn English to get scholarships for their higher study abroad. Therefore, in L2 achievement, extrinsic motivation plays a vital part since the individual desires to learn a L2 because of some pressure or reward from the social environment. Instrumental motivation involves performing a behavior as a means to an end, that is, to receive some rewards such as good grades or avoid punishment.

2. Integrative Motivation

Integrative motivation is derived from within the individual is especially important for encouraging students' success in L2 learning. In this type of motivation, the activity itself, not the reward, students' interests to learn the language or making themselves better attracts them in the language learning. In addition, students are intrinsically motivated in a particular activity when wishing to experience the pleasure and satisfaction of their curiosity from the activity.

According to Harmer (2007) learning is a process of one's efforts to acquire a new behavior changes as a whole, as a result of his own experience in interaction with their environment. In simple terms of understanding learning as propounded by the above opinion, it can take an understanding of the nature of learning activity. Learning is a change that occurs within the individual.

Meanwhile, according to Herrlitz, Ongstad, and Piet (2007) learning achievement is the result that had been achieved or acquired form of the subject child. They added that learning achievement is the result of which resulted in changes within the individual as a result of activity in learning. They explained that learning is an activity that has purpose to make a change of behavior, attitude, habitual, knowledge, and skill as result of individual experience with the environment.

In line with that, a study conducted by Lee (2015) found that learning achievement is the change that is happened in students self after follow a learning process. Learning result is a response that given by students. Learning results found are not only knowledge but also the change of students' behavior from negative to positive.

Another study conducted by Oborn and Johnson (2015) showed that learning achievement is knowledge mastery or skill that is developed by subject. It is used to be shown by mark or grade that is given by a teacher. It can be said that achievement is one

of parameter that is used to measure level of the students. If the students show good learning achievement, it means that the learning process is success. In contrary, when the students show bad achievement, it means that the learning process has failed.

The current conditions of the Covid-19 pandemic have changed the system and the process of learning. In normal conditions, learning is generally carried out directly face-to-face between the teacher and students. Such a learning system makes it easier for teachers to directly control students' learning outcomes. Through face-to-face meetings, it is also easier for teachers to provide feedback and reinforcement to students who find problems in learning.

However, the current condition of the covid-19 pandemic which has not yet ended forces the learning system to adapt to new normal life (Nugroho, 2020). In this new normal condition, everyone must implement virus prevention protocols in all activities, included in the teaching and learning activity. Face-to-face learning in the classroom has been transformed into distance learning, applied in various schools and universities.

The sudden change in the system with several obstacles has a huge potential to reduce students' motivation in learning. In general speaking, the decrease of motivation for learning certainly influences on the students' achievement. Therefore, the researchers are interested in examining how students' learning motivation is in the conditions of this Covid-19 pandemic. In addition, the researchers also investigated the correspondence between learning motivation and the students' achievement especially in English learning in the current Covid-19 pandemic condition.

RESEARCH METHOD

This study was conducted to identify the correspondence between learning motivation and the students' achievement especially in English learning in the current Covid-19 pandemic condition by using correlational design approach. It was a descriptive quantitative research.

The population of the research were 420 students at the second grade of a vocational school at Sidoarjo. By applying simple random sampling, 84 students were gotten as the sample of the research. The number of sample refers to the theory stated by Gay, Mills, and Airasian (2006) suggested 20% of the population to become the sample.

FINDINGS AND DISCUSSION

This subsections deals with the second grade students' motivation in learning English at one of vocational schools in Sidoarjo.

Table 4.1. Mean Score of Students' Motivation

Mean	Median	Mode / modus	Standard Deviation
146.71	146.00	159.00	18.1

Table 4.1. shows that mean score of the students' motivation is 146.71, median of the students' is 146.00, mode of the students' is 159.00 and standard deviation of the students' is 18.1. The researcher interpreted that most of the second grade students of that school have high motivation. The students mean is 146.71 ranges 136 – 167. It means that it is in high motivation category.

Table 4.2. The Students' Motivation in Learning English

Score	Category	Frequency	Percent	Valid Percent
168 – 200	Very High Motivation	8	9.5	9.5
136 – 167	High Motivation	53	63.1	63.1
104 – 135	Moderate	21	25.0	25.0
72 – 103	Low Motivation	2	2.4	2.4
40 – 72	Very Low Motivation	0	0	0
Total		84	100.0	100.0

Table 4.2. shows that from 84 students, there are 8 students (9.5 %) gain very high motivation category in learning English, there are 53 students (63.1%) gain high motivation category in learning English, there are 21 students (25.0 %) gain moderate category in learning English and there are 2 students (2.4%) gain low motivation category in learning English. There is no student who got very low category motivation in learning English.

The following tables shows the analysis of the students' English achievement in learning English.

Table 4.3. Mean Score of Students' English Achievement

Mean	Median	Mode/ Modus	Standard deviation
50.40	48.96	43.75	12.9

Table 4.3. shows that mean score of the students English achievement is 50.40 in learning English, median of the students English achievement is 48.96 in learning English. Mode of the students' English achievement is 43.75 in learning English, and standard deviation of the students' English achievement is 12.9 in learning English. It can be interpreted that most of the second year students gain poor category range from 3.6 – 5.5.

Table 4.4. The Students' English Achievement

Score	Category	Frequency	Percentage	Valid Percent
96 – 100	Excellent	0	0	0
86 – 95	Very Good	0	0	0
76 – 85	Good	2	2.4	2.4
66 – 75	Fairly Good	10	11.9	11.9
56 – 65	Fair	17	20.2	20.2
36 – 55	Poor	43	51.2	51.2
00 – 35	Very Poor	12	14.3	14.3
Total		84	100.0	100.0

Table 4.4. shows the students' English achievement that out of 84 students, there are two students (2.4 %) gain good category in learning English. There are 10 students (11.9%) gain fairly good category in learning English. There are 17 students (20.2%) gain fair category in learning English. There are 43 students (51.2%) gain poor category in learning English. There are 12 students (14.3%) gain very poor category in learning English. There is no student who gain excellent and very good category in learning English.

The following table shows the analysis result of the correlation between motivation and students' achievement in learning for the second year students at one of vocational schools in Sidoarjo.

Table 4.5. The Correlation between Students' Motivations and English Achievement

		Students Achievement	Motivation
Students Achievement	Pearson Correlation	1	22*
	Sig. (2-tailed)		42
	N	84	84
Motivation	Pearson Correlation	22*	1
	Sig. (2-tailed)	42	
	N	84	84

* Correlation is significant at the 0.5 level (2-tailed)

** Correlation is significant at the 0.1 level (2tailed)

CONCLUSION

The result of the data analysis shows that the correspondence between learning motivation and the students' achievement in learning English at the second grade students of a vocational school at Sidoarjo is 0.22. It can be interpreted through Pearson correlation table that the students gain low interpretation. The table ranges from 0.200 – 0.400. Based on the statistical analysis, the researchers conclude that there is significant correlation between motivation and learning achievement but the correlation is in low category. It can be seen in score significant 0.4 which is smaller than $\alpha = 0.5$. The sign (*) in the table shows positive correlation between learning motivation and students' achievement in learning.

It indicated that a change of the learning system that occurs during this new normal has an impact on student learning motivation. The changes of students' learning motivation then have an impact on students' achievement. However, the results of data analysis show that the correlation between both is in low category. The researchers then conclude that teachers have been able to adapt to the learning system in the new normal condition, so that they have delivered lesson materials to students that are not significantly different from the situation in normal conditions. This makes the students' motivation and achievement in learning does not significantly decrease.

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