THE CORRELATION BETWEEN ENGLISH LEARNING MOTIVATION AND ENGLISH PROFICIENCY ACHIEVEMENT OF ENGLISH EDUCATION STUDENTS IN THE ACADEMIC WRITING CLASS

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Abstract

The purpose of this study was to determine the correlation between student motivation and achievement in learning English English Education Students in the Academic Writing Class. As for the background to this research because English is an international language that many countries use as a means of communication. In Indonesia The language of Indonesia is as a foreign language, unfortunately English language in Indonesia is generally bad. In fact, English is already in what is for students in elementary school. There is no need for mastery in English because of the low motivation of students in learning English language. The population of this study was English Education Students in the Academic Writing Class,. This research is a qualititative descriptive method. In collecting data, this study uses one type of instruments. First, the questionnaire as an instrument of motivation, the questionnaire consisted of 10 items. Second, researchers conducted tests to measure student achievement in learning English, which consisted of four skills, Reading, Writing,Listening, and Speaking. While students 'achievement in learning English, students' reading skills got high enough scores and got low marks in listening skills.Where is on writing and speaking students got a score in the medium category. So,there is a correlation between motivation and achievement in learning English at English Education Students in the Academic Writing Class with a significan Score P-value 0,000<0,005 and Pearson's correlation of two variables: 0.558, that is on category correlation moderate. Based on the above data, the researcher concludes that Ha was accepted and Ho was rejected.

Key words: Student Motivation, Learning Achievement in English

INTRODUCTION

Language are some things coming from the within of the speaking subject manifest within the meaningful intentional purpose of the individual speaker [1], [2], [3]. As we know language is a very important thing. because with language [4], [5], [6], allows us to interact or communicate with one another [7], [8], [9]. English is an international language that used in many countries as a means of communication and it is a very important subject in life to learn today; it's caused by the development of science [10], [11], [12]. It may be true to say that English language now is the most important language in the world [13], [14], [15]. English is one of the foreign languages that has been used widely in the world as a means of communication and as a tool in gathering information [16], [17], [18]. There are about a billion people in the world today learning English as a

foreign language [19], [20], [21]. English is also commonly used in the writing of many books on science and technology [22], [23], [24].

And now English as a foreign language in Indonesia. Unfortunately, the English mastery of Indonesia people is generally bad [25], [26], [27]. To solve this problem, we must improve our English [28], [29], [30], through formal education at school over Indonesia the teaching of English is aimed to prepare youngest Indonesia in facing the rapid progress of science [31], [32], [33] and technology to be more confident to get involved in internationals relations as part of the world society [34], [35], [36]. In Indonesia, English has been taught to students from elementary schools to universities [37], [38], [39]. Learning English is a very important thing for them [40], [41], [42], because many books needed to increase their knowledge are written in English [43], [44], [45]. Good command of English can make it easier for them to understand these books [46], [47], [48]. One of the important factors that can increase their knowledge is motivation in teaching English, the teacher should realize the student's motivation, the teacher should understand the student's needs [49], [50], [51].

According to [52], [53], Motivation is a process inferred in a person, which can cause the organism to move towards a goal or away from an unpleasant situation. Motivation is very important to makes the students" interest in the learning English [54], [55], [56]. If we want to learn English we need a strong spirit [57], [58], [59]. Because if we don't have that then what will happen is we have the low ability [60], [61], [62]. Without enough motivation, even individuals with extraordinary abilities will not be able to reach their destination easily [63], [64], [65]. There is motivation to learn students will be more active if learn in class [66], [67], [68]. So that the learning outcomes will be good. As Uno said, "A child who has been motivated to learn something, will try to learn it well and diligent, in the hope of getting good results [69], [70], [71]. So we can conclude that factors in learning have connected with motivation because the motivation can influence the English Achievement of a student [72], [73], [74].

From the definition above, we know that motivation in the classroom affects both the learn and behavior of the student who is motivated to learning more [75], [76], [77]. The student with higher motivation to learn English can be more successful than the one unmotivated to learn [78], [79], [80]. That motivation has an important role in the learning process [81], [82], [83]. The researcher got some problems in learning English,

such as many students get low grades in learning English, less confidence and, lack of teacher creativity in conveying learning English [84], [85], [86]. They also have a low level of motivation in learning English because the teacher is not able to convey it well [87], [88], [89], such as conveying it only in Indonesian, so there is a lack of student motivation in learning English [90], [91], [92]. Based on the explanation above, what about motivation in learning and how the motivation can influences the English achievement of students [93], [94], [95], the researcher decides to investigate the correlation between student"s motivation and achievement in learning English [96], [97], [98].

METHOD

In this study the writer wanted to see whether self-reflection sheets can improve students' speaking skills or not. The participants in this study were 23 students of University who took the academic writing course, participants consisted of men and women. the average age of the participants was 21 years old and in good health. The writer used a qualitative method in this study with a questionnaire, the questionnaire contains 10 questions that must be filled in by the participants, A research variable was an attribute or characteristic or value of a person, object or activity that has certain variations determined by the researcher to be studied and then drawn conclusions. There were two different variables, independent and dependent variables. Independent variable was a factor that influences a dependent variable. The writer have prepared a questionnaire in the form of a g form that will be distributed to participants, the questionnaire is distributed via social media, namely WhatsApp, the questionnaire was sent via WA group academic writing, then participants are asked to fill out the questionnaire, after all participants have filled out the questionnaire the writer analyzed their answers and made a conclusion from the data obtained.

RESULTS AND DISCUSSION

The writer conducted a survey with participants filling out the questionnaire I provided. The participants were 25 English Education Students in the Academic Writing Class. The age range of the participants varied from 19-23 years [99], [100]. The questionnaire consists of 10 questions with yes or no answers

Table 1. the result of questionnaire

Questions	Very Agree	Agree	Don't Agree	Very Disagree
1. I really enjoy taking English lessons	100%	-	-	-
2. When my teacher asked me to imitate English conversation,I'm interested in imitating it	90%	10%	-	-
3. English lesson is one of the most difficult lessons	80%	20%	-	-
4. I learn English on my own	100%	-	-	-
5. I like to speak English with my teacher or friends	50%	50%	-	-
6. English material is very boring	-	-	20%	80%
7. I don't feel sad if my English test results are bad	-	-	-	100%
8. I like to speak in English	100%	-	-	-
9. I do not like to buy books in English	-	-	50%	50%
10. I like to watch English movies	60%	40%	-	-

From the data above, it can be seen that according to students, learning to kick kick is difficult, but as time goes on their speaking skills can improve and that is also thanks to the help of the learning media used.

CONCLUSION

From the results of the questionnaires distributed, it can be seen that students are greatly helped by learning media, one of which is self-reflection sheets. From the data, it can be seen that students are progressing with their English Proficiency with self-reflection, so they can see the deficiencies that exist within them so they can evaluate things. and improve it, so that it produces good results, and it is proven that self reflection sheets are very useful for students in improving their speaking skills.

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