THE CORRELATION BETWEEN EXTRINSIC MOTIVATION AND STUDENTS' ACADEMIC ACHIEVEMENT IN STUDYING ENGLISH

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ABSTRACT

This study aimed to investigate the correlation between extrinsic motivation and academic achievement among first-year students studying English at MAS TI Kumpulan during the 2021/2022 academic year. This study revealed several issues affecting students' motivation in learning English. Specifically, many students lacked interest in studying English, experienced a lack of motivation from teachers, but received a reward at the end of the semester for the highest score. Additionally, a significant number of students failed to complete homework due to inadequate parental support. Furthermore, students found English to be a challenging subject because of a lack of peer support. The study comprised 65 students, with a sample size of 24, selected using purposive sampling. Data were collected using questionnaires and documentation. The coefficient of correlation was determined to be -0.114, indicating no significant relationship between extrinsic motivation and academic achievement in English studies among the students. In other words, according to hypothesis testing, the t-score was -0.114 while the t-table was 0.432. This indicates that the t-score was lower than the t-table. As a result, Ha was rejected and Ho was accepted, indicating that there was no significant correlation between students' extrinsic motivation and their academic achievement in the study of English.

Keyword : *Extrinsic motivation, Academic achievement, Studying English*

INTRODUCTION

English is sometimes one of subjects that most students do not like. In fact, In fact, some students argue that English is difficult to understand, especially when it comes to pronunciation, which can differ from the written form. Another reason is many of students do not master the vocabulary and do not interest everything about English. However, there are still some students who find English intriguing and enjoy learning about it. They feel excited when they learn about English, for example, when they finish their tasks and learn about verb

tenses and vocabulary memorization. In conclusion, learning English can make students feeling fun or bad, it depends on how they react to it.

Therefore, students require motivation to achieve their goals. According to Anita & Kardena (2021), motivation refers to an incentive or drive that originates from individuals or groups to accomplish what they desire through beliefs, drives, needs, passions, or psychological mechanisms. Two types of motivation exist: intrinsic and extrinsic motivation. Motivation that arises from within, known as intrinsic motivation, comes from the student themselves, such as their high curiosity, desire to learn, and self-respect. In contrast, motivation that comes from external sources is known as extrinsic motivation and arises from support of friends, teachers, and especially parents. This motivation is crucial in a student's life as every individual requires support from others, particularly in this modern era. For example, students who consistently study at home every night under the guidance and support of their parents may experience both positive and negative effects. While it may sometimes feel like a chore, this practice can help them understand the benefits of learning and increase their interest in the subject. Both types of motivation are important for students learning English, but when students receive more support from others, it can positively influence their achievement.

Kistnasamy (2014) suggests that extrinsic motivation is most effective in higher education when used in conjunction with a variety of teaching techniques that are tailored to students' individual needs and interests. For instance, educators should encourage students to aspire to their best potential and increase students' efforts to succeed. Such motivation is crucial for students, serving as a source of encouragement and support as they learn English. Therefore, extrinsic motivation has a significant impact on students' behavior by making them feel conscious and eager to achieve their goals. It is crucial to recognize the importance of extrinsic motivation in enabling students to achieve success. In other words, when students are motivated by external factors, they are better equipped to face challenges and overcome obstacles in their learning journey. It is crucial to recognize the importance of extrinsic motivation in enabling students to achieve success. It is crucial to recognize the importance of extrinsic motivation in enabling students to achieve success.

Through observation in the first grade of MAS TI Koto Tuo Kumpulan, it was found that most students did not have motivation to learn about English and also received less motivation from the teacher. The students just kept silent when the teacher asked some questions about the material. They did not have someone to support them directly, including their classmates, to learn English and many of the students did not finish their homework at

home because of the lack of support from their parents. Furthermore, the researcher did an interview to reinforce the problems that researcher found with seven students in the first grade at MAS TI Kumpulan. Many students were not interested in learning English, so they felt lazy to come to English class. Some students thought English was not important subject, so they were not fully serious about learning English.

Previous research has identified persistent result related to students' extrinsic motivation in studying English. Mastura (2019) found that there is significant relationship between students' motivation and their achievement in studying English at English department students Banda Aceh. Yulanda (2019) found that extrinsic motivation has influence to students' achievement in studying English at SMK Muhammadiyah 3 Terpadu. Marbun & Sipahutar (2016) found that motivation has the significant correlation with the students' achievement in reading comprehension at eight grade of SMP Negeri 8 Pamatangsiantar. Ryan and Deci (2017) stated that the more fully extrinsic motivation implemented to the students, the more persistent of students' behavior, the high quality of their action and the more positive and affective their psychology experience.

All of the research above indicates that there was similarity research with the researcher which research about influence motivation to the students' achievement in studying English. The different was from the characteristic of variable that used. Based on the phenomena that found in the preliminary research that most of students lost of extrinsic motivation, so this study only discussed about the extrinsic motivation at the first grade of MAS TI Kumpulan while the previous research was discussed about motivation itself include both of motivation which are intrinsic and extrinsic motivation.

This study aims to find is there any significant correlation between extrinsic motivation and students' academic achievement in studying English at the first grade of MAS TI Kumpulan in academic year 2021/2022. The study seek to identify the underlying factors that occur in their extrinsic motivation at school.

METHOD

Research Design

This study used the correlation research method. According to Mills and Gay (2019), correlation is collecting data to find out the relationship between two or more variables. The primary focus of this research is to determine the correlation between extrinsic motivation and students' academic achievement in studying English. Therefore, to measure it, the researcher

used quantitative research. Because this research was correlational, there were two variables: extrinsic motivation as variable X and students' academic achievement as variable Y.

Population and Sample

In this research, the population was all of the students at MAS TI Kumpulan which consist of three classes during the 2021/2022 academic year. The sampling technique in this study was purposive sampling. According to Mills & Gay (2019), purposive sample is a technique for selecting samples if the researcher believed that it was representative of the population and the researcher should have the experience of the group to make them as a sample. In this study, the sample was the students that have been observed before.

Instrumentation

In this research, the researcher used questionnaire and documentation to collect the data.

Questionnaire

According to Creswell (2012), questionnaire is a form of collecting data with participant chosen the answer appropriate with what they feel and return the answer to the researcher. In this research, the questionnaire was designed by the researcher using closed questionnaire to find out the students' extrinsic motivation. Closed questionnaire refers to any statement and answer that had been provided by the researcher with some option. It consists of 20 statements with related to students' extrinsic motivation. The statements were written by using Indonesian language to make students easy to understand and answer the questionnaire. Therefore, the researcher used theory from Ryan and Deci (2017), as indicators to make the questionnaire. Every type was consists of 5 statements, as follow:

Table 1: The Indicators of Statement

No.	Indicators	Item Number
1.	External Regulation	1, 2, 3, 4, 5
2.	Introjected Regulation	6, 7, 8, 9, 10
3.	Identified Regulation	11, 12, 13, 14,15
4.	Integrated Regulation	16, 17, 18, 19, 20
	Total	20

To find out the students' extrinsic motivation score, this study used rating scale. Mills and Gay (2019) stated that rating scale is the way to measure the questionnaire about students' behavior or self-attitude, such as Always, Almost, Sometimes, Rarely, Never. The form of rating scale can see in the table below:

Table 2: Rating Scale

Optional	Score
Always	5
Almost	4
Sometimes	3
Rarely	2
Never	1

Documentation

This research were took students' English final score in the second semester that they did at school. The data had been got from the English teacher of first grade at MAS TI Kumpulan.

Technique of Data Collection

In this research, there are two steps for collecting the data: a questionnaire and documentation. First, the student's extrinsic motivation score was collected through a questionnaire. The questionnaire was distributed to the respondents directly at the school, which had validity and reliability. Then, the respondent answers the questionnaire based on their choice. After that, the researcher collected the data, and the researcher checked the questionnaires that respondents answered. The researcher got the result about extrinsic motivation from the data that had been checked.

Meanwhile, the students' academic achievement was collected through documentation. The data came from the results of the students' English final exam in the second semester. It was obtained from an English teacher at MAS TI Kumpulan.

Technique of Data Analysis

To find out the coefficient of correlation between both variables, extrinsic motivation and students' academic achievement in studying English, the research used Spearman's Coefficient of Rank Correlation formula because the data were fewer than 30 and not normally distributed. Therefore, this research correlated both variables by using the formula below. The formula that was used from the theory of Malik & Chusni (2018) as follows:

$$p = 1 - \frac{6 \sum D_i^2}{n(n^2 - 1)}$$

Note:

p p : The coefficient correlation of spearman's rank.

n n : The total of respondents.

$\sum D_i^2$ $\sum D_i^2$: The sum of the squared rank difference between the variable (X) variable (Y).

After getting the result of the correlation between both variables, this research was analyzed by used interpretation to know the coefficient correlation. It is used to known the magnitude of correlation both of variables by using the guidelines below:

Table 3: Correlation Magnitude

Percentage of Coefficient	Interpretation
0,80 – 1.000	Very Strong Correlation
0,60 – 0,799	Strong Correlation
0,40 – 0,599	Moderate Correlation
0,20 – 0,399	Weak Correlation
0,00 – 0,199	Very Weak Correlation

FINDINGS AND DISCUSSION

Findings

Students' Extrinsic Motivation Scores

The variable X in this research was students' extrinsic motivation. The researcher used questionnaire to get the data about students' extrinsic motivation as many as 20 statements. The statements are written by using Indonesian language to make students easy to understand. Before questionnaire given to the respondents, it was validated by 3 experts and had been measures the reliability of the instruments.

Table 4: The Total Score of X Variable (Extrinsic Motivation)

No	Name	Extrinsic Motivation (X)
1	AKW	94
2	AZ	96
3	CAP	96
4	DO	81
5	DNA	83
6	FFA	66
7	F	100
8	IW	83

No	Name	Score
9	IN	74
10	KF	100
11	MP	92
12	MTH	84
13	NAP	80
14	NA	65
15	PU	73
16	PW (BTH)	59
17	PW (SKB)	78
18	R	58
19	RIS	88
20	R	61
21	RA	64
22	RP	75
23	SN	86
24	SS	58

The data on the table above was gotten from the result of students' extrinsic motivation. It was got from calculated the point of students' score in answered the questionnaire.

Students' Academic Achievement scores in Studying English

The variable Y was students' academic achievement in studying English. The researcher used documentation from English teacher. It was the result of students' English final score in the second semester which consist of 20% assignments, 30% midterm test, 50% final test.

Table 5: The Total Score of Y Variable (Students' Academic Achievement in Studying English)

No	Name	English Academic Achievement (Y)
1	AKW	89
2	AZ	80
3	CAP	81
4	DO	83
5	DNA	82
6	FFA	84
7	F	82
8	IW	81
9	IN	80
10	KF	82
11	MP	82
12	MTH	82
13	NAP	0
14	NA	80
15	PU	80

16	PW (BTH)		90
17	PW (SKB)		80
18	R		82
19	RIS		81
20	R		83
21	RA		81
22	RP		82
23	SN		83
24	SS		89

The next step was determined the rank of each data from the smallest to the highest. The arrangement of rank was the result of calculating the twins, triplet or multiple scores. The data was analyzed after each score was ranked, the data was tabulated to a Spearman's Rank Correlation's table as follow:

Table 6: The Result of Coefficient of Rank Correlation

No	Respondents	X	Y	Rx	Ry	D=Rx-Ry	D^2
1	AKW	94	89	20	22,5	-2,5	6,25
2	AZ	96	80	21,5	4	17,5	306,25
3	CAP	96	81	21,5	8,5	13	169
4	DO	81	83	13	19	-6	36
5	DNA	83	82	14,5	14	0,5	0,25
6	FFA	66	84	7	21	-14	196
7	F	100	82	23,5	14	9,5	90,25
8	IW	83	81	14,5	8,5	6	36
9	IN	74	80	9	4	5	25
10	KF	100	82	23,5	14	9,5	90,25
11	MP	92	82	19	14	5	25
12	MTH	84	82	16	14	2	4
13	NAP	80	0	12	1	11	121
14	NA	65	80	6	4	2	4
15	PU	73	80	8	4	4	16
16	PW (BTH)	59	90	3	24	-21	441
17	PW (SKB)	78	80	11	4	7	49
18	R	58	82	1,5	14	-12,5	156,25
19	RIS	88	81	18	8,5	9,5	90,25
20	R	61	83	4	19	-15	225
21	RA	64	81	5	8,5	-3,5	12,25
22	RP	75	82	10	14	-4	16
23	SN	86	83	17	19	-2	4
24	SS	58	89	1,5	22,5	-21	441
						Total ∑ D^2	2560

Based on the calculation results above, the data was input to the Spearman's Rank of Coefficient of Correlation as follow:

$$p = 1 - \frac{6\sum D^2}{n(n^2-1)} \quad p = 1 - \frac{6\sum D^2}{n(n^2-1)}$$

$$p = 1 - \frac{6 * 2560}{24(24^2 - 1)}$$

$$p = 1 - \frac{15360}{13800}$$

$$p = 1 - p = 1 - 1,114$$

$$p = p = -0,114$$

Based on the data above, it can be concluded that the coefficient of correlation showed the correlation between extrinsic motivation and students' academic achievement in studying English as much as -0.114. In testing the researcher's hypothesis that is Ha: There is a significant correlation between extrinsic motivation and students' academic achievement in studying English and Ho: There is no significant correlation between extrinsic motivation and students' academic achievement in studying English. In this study, the index correlation $(p)p)$ had been consulted with the t-table. To consult with the table, the researcher decided the Degree of Freedom (df) and also significant level $(\alpha\alpha)$. The degree of the freedom in this research was N (sample) $-$ 2 (variable) $= 24 - 2 = 22$. Then the researcher used $\alpha\alpha = 0,05$ to know the critical value of this df. To measure whether the researcher will accept or reject the hypothesis, the researcher used formula below:

$t_{test} > t_{table}$, it means H_a is accepted and H_o is rejected

$t_{test} < t_{table}$, it means H_a is rejected and H_o is accepted

Because the t-table on df = 22 on $\alpha\alpha = 0,05$ was 0.432 and t-test obtained was -0.114 (-0.114 < 0.432), it can be concluded that t-test was smaller than the t-table. In the other words, H_a was rejected and H_o was accepted, which stated that there is no significant correlation between extrinsic motivation and students' academic achievement in studying English.

From the data above, it can be concluded that the coefficient of correlation showed the correlation between extrinsic motivation and students' academic achievement in studying English as much as -0.114.

The correlation direction between extrinsic motivation and students' academic achievement in studying English showed that the result of the coefficient of correlation was -0.114, so it can be concluded that there is negative correlation between extrinsic motivation and students' academic achievement in studying English in this research. The meaning of negative correlation is if extrinsic motivation increase, so the students' academic achievement in studying English did not fully increase. It means that, in this research the extrinsic motivation less of influence to the students' academic achievement in studying English.

The correlation magnitude between extrinsic motivation and students' academic achievement in studying English, the researcher determined the magnitude between both of variable with the interpretation bellow:

Table 7: The Magnitude of Correlation

Percentage of Coefficient	Interpretation
0,80 – 1.000	Very Strong Correlation
0,60 – 0,799	Strong Correlation
0,40 – 0,599	Moderate Correlation
0,20 – 0,399	Weak Correlation
0,00 – 0,199	Very Weak Correlation

From the table above, it was showed that the magnitude correlation between two variables was very weak. It means that the magnitude of extrinsic motivation and students' academic achievement in studying English was very weak magnitude. In the other words, in this research if the students accept extrinsic motivation in their life, it just give a little bit increasing of their achievement in studying English.

Discussion

Extrinsic motivation has traditionally been considered a significant factor in guiding students within the school environment, particularly in the context of learning English. This type of motivation, derived from external sources like friends, teachers, and parents, is believed to have a crucial role in influencing students' attitudes and behaviours. The premise is that in the modern educational landscape, students, like all individuals, benefit from the support of their social surroundings. Commonly observed in real-life situations, students often

engage in academic tasks either seeking acknowledgment or avoiding potential consequences, underscoring the impact of external incentives on their actions.

However, the findings of a recent study conducted at MAS TI Kumpulan during the 2021/2022 academic year present a contrasting viewpoint. Through statistical analysis, utilizing the t-test methodology, it was revealed that the correlation between extrinsic motivation and students' academic achievement in learning English was notably low. This unexpected outcome challenges prevailing theories suggesting a strong positive correlation between these variables. The rejection of the alternative hypothesis (Ha) in favor of the null hypothesis (Ho) implies that, at least in this specific context, extrinsic motivation may not wield as much influence in driving academic success as previously assumed.

Comparisons with prior studies, such as those conducted by Yulanda (2019) and Mastura (2019), further underscore the deviation in findings. These studies indicated a significant positive relationship between students' motivation and their academic achievement in English learning, contrasting with the outcomes of the MAS TI Kumpulan study. This incongruity necessitates a careful examination of contextual factors that might contribute to variations in the observed correlation between extrinsic motivation and academic success across different educational settings.

Drawing on expert opinions, scholars like Ryan and Deci (2017) and Kistnasamy (2014) have underscored the positive outcomes associated with the effective implementation of extrinsic motivation. They argue that a comprehensive integration of external motivators can lead to increased persistence, higher-quality actions, and positive psychological experiences. However, the MAS TI Kumpulan study challenges these assertions, suggesting that the relationship between extrinsic motivation and academic achievement may not be universally applicable and may require a more nuanced understanding.

In conclusion, the intricate relationship between extrinsic motivation and students' academic achievement in learning English warrants careful consideration of context-specific factors. While expert opinions and previous studies emphasize the positive impact of extrinsic motivation, the MAS TI Kumpulan study highlights the need to explore variations in this relationship across diverse educational settings. The weak correlation observed in this particular study emphasizes the importance of recognizing the multifaceted nature of motivation and its contextual nuances in shaping students' success in learning English.

CONCLUSION AND SUGGESTION

In conclusion, the research findings from MAS TI Kumpulan reveal a notable disparity between students' scores in extrinsic motivation questionnaires and their actual English achievement. Contrary to the anticipated positive correlation, wherein higher extrinsic motivation would lead to enhanced academic performance, the study suggests that many students with high motivation scores did not necessarily achieve correspondingly high scores in English, and vice versa. This misalignment suggests that extrinsic motivation alone may not be a sufficient factor influencing students' success in studying English at MAS TI Kumpulan. In light of these findings, several suggestions can be made to enhance students' motivation and academic achievement in English. Firstly, teachers should concentrate on providing positive reinforcement and implementing extrinsic motivation strategies to instil enthusiasm for learning English among students. Secondly, parents play a crucial role in supporting their children's English language learning endeavours. They should actively engage in their children's education, providing encouragement and resources to facilitate a conducive learning environment. Additionally, students themselves should take the initiative to be diligent in their English studies and seek creative ways to stay motivated. Given the limitations of this research, it is recommended that future studies explore the combined influence of extrinsic and intrinsic motivation on students' academic achievement in studying English. Investigating both types of motivation may offer a more comprehensive understanding of the factors contributing to success in English language learning. Overall, the continuous exploration of these dynamics will contribute to refining educational approaches and strategies to better support students in their pursuit of success in studying English.

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