

THE CORRELATION BETWEEN THE STUDENTS' MOTIVATION AND THE ENGLISH PROFICIENCY

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ABSTRACT

This article is based on the research that has just been conducted by the writer. It is proposed to find out the correlation between students' motivation and English proficiency, furthermore this article will describe more about the students' motivation. Applying the Karl Pearson's product moment theory, the writer could find the positive correlation. The respondents of this research is the SI degree students of the Information Technology faculty.

A. BACKGROUND

Language and society constitute two aspects of life that can't be separated each other. Both have a tight relationship. Human being as a social creature will always need to interact with the other people to fulfill their needs. Their need will be achieved if it is communicated to other people and the communication process should use a means of communication that can be understood by both of them.

Forthcoming the global era, Indonesia as a country that has signed the agreement of AFTA certificate and automatically has been the member of this agreement must be ready for the tight competition. More activities should be done that we would be able to compete such as improving knowledge, skill, and the ability to use both written and spoken English.

Basically more people have understood that the competition will be very tight, more product and service from another countries will easily come to Indonesia. The Indonesia human resources should therefore be prepared that they can compete in this era very well. The first thing that they should prepare is that the language: English. As they

will interact with more people and experts in the global world, the only language that will be used is that English, for this reason they should be able to speak and write in English fluently. Improving English proficiency and other skill must be done first. Why? because the quality of the Indonesia human resources is in the 124th in the world (Basing on the Daily Suara Merdeka dated October 1997). This bad condition must be improved immediately that most Indonesia human resources will be able to compete in a tight competition. In this condition, English is very important in this global era to achieve certain position, improving skill, and ... benefit.

English for most Indonesians, is not a second language, English is still considered as a foreign language and it has been learned since they were in the Junior high school level. The English learning process will be continued in the senior high school level and also in the university level. Although most Indonesians have learned English for such along period of time, it seems that English is still considered as a difficult subject. Even few people consider it as a monster. Generally, the English learning process in the high school is begun with the introduction or basic concept of grammar, vocabulary, pronunciation, and reading comprehension. Then the process of learning English in the university level, will influence the final result of the process of learning so that they will apply it in their job.

After they had learned English for six years, the students will continue the following steps of learning English in the university level. The ability of reading, speaking, writing, and listening will be developed more intensively if they have a good willing to be active in some activities. Having a good English proficiency is must for today's era, mastering English is not a special thing.

Job world will always give more challenges for the staff to use their active English such as communication, writing reports or papers, presenting papers, writing business letters, and others. Responding to the above challenges, making mistakes would be unavoidable thing. Basically, producing mistakes is a part of learning, and it may happen during the English learning process. Making more mistakes in the job world, however, will

give bad effect for the company – where he is working. This condition must be eliminated by improving English proficiency before having job.

English in most non-English departments is often considered as one of general subject that must be learned. It has only two credit points. More students often ignore or underestimate this subject is not secret for the lecturers. This happens since they think that English is not their major. The writer wants to know their real motivation in learning this subject. Taking the students of the Information technology faculty will be appropriate for this topic.

B. FOREIGN LANGUAGE ACQUISITION

Basically, foreign language acquisition refers to learning process. Learning language is really different from language acquisition. According Rod Ellis, as stated in her book entitles *Understanding Language Acquisition*, who said that there are seven theories of Foreign language Acquisition and it will be described as follows :

1. Acculturation Theory

This theory which was founded by Schuman stated that foreign language learning is only one of acculturation aspects and the acculturation process of a learner in the target language group will be focused on the second language acquisition. Acculturation and second language learning is determined by the level / social distance and also psychological factor between the learner and the culture of the target language. Meanwhile Anderson, add one more dimension into this theory that is cognitive aspect.

2. Accommodation Theory.

This theory is descended from the research conducted by Giles about Language used among the groups in Multilanguage society as those of in Britania. This theory emphasizes on the success of language learning and it is stated that motivation

determining factor for the success of foreign language learning process. The most important of this theory is that it covers both language acquisition and language usage in a framework, relates dialect acquisition and accent on foreign language acquisition.

3. Discourse Theory.

This theory stands on language usage theory in which communication is needed as a matrix of linguistic knowledge. Due to the fact that language progress must be seen from a point of view: how do the learners find potential meaning of a language and it can be achieved by being active in communication. The principles of this theory are as follows:

- a. Language acquisition follows natural procedure especially for syntaxes proficiency.
- b. Most natives adapt their pronunciation to confer about the meaning with the non-native speakers.
- c. Speech tactics are used to clarify the meaning of speech.
- d. Natural procedure constitutes learning output of how to do a speech.

4. Monitor Theory.

The theory which was stated by Krashen considers that most adults have two ways in developing foreign language ability : Acquisition and learning. Language acquisition will be followed by habits and patterns. That is structural knowledge that involved in that pattern that is separately developed.

According to this theory, language acquisition will cause performance fluency for the learner in foreign language usage. On the other hand, language learning which is coincided by conscious won't cause fluency among the learners. This theory (monitor), however, will only functions as a monitor of the matters that have been acquired. If a learner produce a speech in foreign language hence this speech is got through an acquisition and later monitor will function. This means that monitor will be used when the learners want to correct their sentences.

5. Totality Theory.

The theory which is decided by Widdowson principally stated that:

1. emphasizes on the target language.
2. presenting a soft and persuasive consideration about the transfer as a factor an important factor in foreign language acquisition.

There are so many facility and instrument that can be used to ease the process of English learning in accordance with this fact two linguists stated as follows:

everyday life is best depicted in a story acted on stage or screen. There, the learners can see the actual use of the language in real communicative situation with specific background, which serves as a piece information of the non-linguistic factor. There the learners can really see who is speaking about what to whom, for what purpose in what type and stages of discourse. (Mulyarto, 1988, 4)

Meanwhile Finnochaiaro stated briefly in her statement as follows:

Tapes and recorders are very effective, however in making possible the additional sustained practice which language learning requires. Where possible these should be used after the live presentation (Finnochiaro, 1971: 63)

C. MOTIVATION

Human motivation is absolutely complex than other creature. Language learning is related to human motivation and partly controlled by the will. High motivation increases learning. For example, when dull practice is shown to contribute to language learning which in turn contributes to the fulfillment of some future spiritual goal, the learner wills to continue the dull practice and wills to learn instead of yielding to the superficially more pleasurable activity of sleeping or watching movie.

Motivation and will can be manipulated in part by external controls so that a person who is not motivated to learn. The result can be practiced without the will to learn a particular foreign language can be induced to practice it by lures that are opposed to his longer range motives. The result can be practiced without the will to learn and less learning than when the learner is personally motivated to learn and wills to practice for learning. When the person is shown that language learning is relevant to his motivation, he result will be more learning. The urge

The term motivation which is defined as language learners' overall goal or orientations is discussed more in the second language learning than the first language learning. It is due to the fact that every body succeeds in learning the first language, regardless of the existence of motivation. (Carol And Sapon in Elly: 1983 : 180).

Some linguist distinguish between internal and integrative motivation and external or instrumental motivation. The former constitutes motivation in learning a second language which is coming from the learners himself. This usually occurs when the learner wants to identify himself with the culture of the second language. Meanwhile the latter denotes the functional motivation. This means that the learners' motivation emerge as they wish to fulfill other needs. Hence they would learn the second language just because of the functions of this language in this global era, for examples to support their carrier – position, finding jobs, passing examination, tight competition. (Elly, 1983: 117-118)

Based on the former research conducted by Gardner and Lambert , it has been found for several things that must taken a note:

- an integrative motivation in certain condition would be effective in facilitating second language learning. In other situations, instrumental motivation would also be more powerful.
- The level and type of motivation is strongly influenced by the social context in which such learning takes place.

In the process of acquiring the existence of motivation would influence the learners' understanding of the material. The learners' understanding of the material properly, if he has been poorly motivated by the material (ibid, : 118)

D. DATA ANALYSIS

This article is based on the research, after gathering the data, the writer would like to analyze the data in both quantitative by applying Product Moment theory and qualitative analysis to describe further about the motivation variable. The analysis will be stated as follows:

1. QUANTITATIVE ANALYSIS

by applying Product Moment theory which was founded by Karl Pearson and the analysis will be as follows:

By using the above table, it is, then easier to apply Pearson's Product moment formula. In order to gain an effective way in applying this theory, the steps should be as follows :

$$\begin{aligned} 1. M_x &= \frac{X}{N} \\ &= \frac{3665}{50} \\ &= 73,3 \end{aligned}$$

$$\begin{aligned} 2. M_y &= \frac{X}{N} \\ &= \frac{3583}{50} \\ &= 71,7 \end{aligned}$$

$$\begin{aligned}
 3. \quad SD_x &= \sqrt{\frac{x_2}{N}} \\
 &= \sqrt{\frac{5092,5}{50}} \\
 &= \sqrt{101,85} \\
 &= 10,09
 \end{aligned}$$

$$\begin{aligned}
 4. \quad SD_y &= \sqrt{\frac{y_2}{N}} \\
 &= \sqrt{\frac{7640,1}{50}} \\
 &= \sqrt{152,80} \\
 &= 12,36
 \end{aligned}$$

$$5. \quad \sum xy = 2907,3$$

$$\begin{aligned}
 6. \quad r_{xy} &= \frac{\sum xy}{N \cdot SD_x \cdot SD_y} \\
 &= \frac{2907,3}{50 \cdot 10,09 \cdot 12,36} \\
 &= \frac{2907,3}{6235,62} \\
 &= 0,46
 \end{aligned}$$

In brief, the correlation coefficient between students; motivation in learning English and the English proficiency is computed to be 0.46.

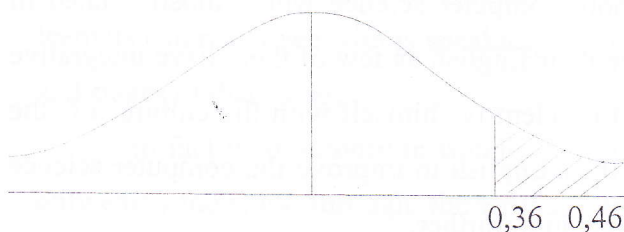
Having found the r_{xy} , the following activity would be comparing r_{xy} to r_{table} in order to find out whether or not r_{xy} is significant. r_{xy} will be significant if: $r_{xy} > r_{table}$.

Based on the above computation, it is obvious that $r_{xy} = 0,46$ and it is stated in r_{table} that: $r_{xy} > r_{table}$ or exactly $0.46 > 0,361$ (at a 0,01 level of significant)

Based on the comparison above, is proved that: r_{xy} is significant. This also proves that H_0 or zero hypothesis is rejected in this analysis. In other words, at a 0.001 level of

significance using r_{table} , the zero hypothesis (H_0) which says that there is zero correlation between X and Y is rejected. This will briefly be described in graph 1 :

Graph 1 :



From the graph above, it is obvious that H_0 which says that there is zero correlation between The students' motivation in learning English and The Students' English proficiency is rejected.

Conversely, the conclusion gained through this analysis is that at a 0,01 level of significance using r_{table} , there is a positive correlation between the motivation in learning English and the English proficiency among the students of Strata one (S I) Information Technology faculty of UNIBANK in Semarang.

2. QUALITATIVE ANALYSIS:

This analysis is based on the questionnaire that have been answered by the students as the respondednts.

As stated in the above sub-chapter that the mean of X or the average score for the students' motivation is 73,3. This figure means that most students as the respondents of this research have a good motivation in learning English as one of the compulsory subject in this faculty. As they have good motivation, the process of teaching and learning in the class can be conducted well as stated in the curriculum . Furthermore the students' involvement and attention in the class can be said as a good one.

The fact that the students' motivation is good, the writer would like to conclude the students' motivation is as the instrumental motivation. Having the kind of motivation

means the students' motivation emerge as they wish to fulfill other needs in this case gaining the Strata I degree. She also believes that the students' motivation will only emerge when they take English in their college. They hope that they can use the knowledge as given in the English 1 and 2 to acquire more computer science which mostly stated in English. Few students will learn or practice their English as few of them have integrative motivation in which means that they want to identify himself with the culture of the second language. Most students will apply their English to improve the computer science and also to involve themselves in internet operation further.

Considering that the students' motivation is good enough, the writer feels sure that the students will be more active in the class if the material is emphasized on the communicative skill. The class environment will also be more interesting and less boring. The result of the process teaching and learning will be directly found that: the ability of speaking among the students.

The research shows that most students are interested in English. Most students like English, they learn English because they have to and like to learn English. This Condition is a good basis for good process of teaching and learning English.

Most students were fully motivated to learn English. This condition is represented from their class environment in which they are always active having contact language with the lecturer. As stated in the above sub-chapter that the mean of X or the average score for the students' motivation is 73,3. This figure means that most students as the respondents of this research have a good motivation in learning English as one of the compulsory subject in this faculty. As they have good motivation, the process of teaching and learning in the class can be conducted well as stated in the curriculum. Furthermore the students' involvement and attention in the class can be said as a good one.

Most respondents said that they usually watch films which are presented in English. This activity is good for the respondents since they do not only consider that watching film is not only for having fun instead they can also use these films as source of their listening practice and to add their knowledge about the western culture. This

habbit is appropriate to Mulyarto's statements in his paper in 1988 which said that everyday life is best depicted in a story acted on stage or screen. There, the learners can see the actual use of the language in real communicative situation with specific background, which serves as a piece of information of the non-linguistic factor. There the learners can really see who is speaking about what to whom, for what purpose in what type and stages of discourse.

In fact their activity in watching film is not merely a passive activity, they do not only enjoy the story through the written translation. From their activity they often acquire the vocabulary which is very important for English learners. Enriching the English vocabulary from this activity will be more interesting than memorizing it hundreds of words at the same time.

The above table describe us that most students at least once in a day listen to the English songs. Almost every family has the electronical audio especially a tape – recorder and this condition enable the respondents to listen English song through the cassettes or radio programs. The respondents often use these English song to improve their English especially improving the vocabulary.

Basically, the benefit of using English songs as a means of enriching their vocabulary is that these are more interesting and enjoyable through their varying tones and rhythm. They often find some unique English words or even idioms.

It is obvious that the above table tells us that most respondents sometimes read the English articles in the magazines or newspapers. As the respondents are from the Information Technology department, they often need to read the newest development in computer and the recent development is often presented in English. There are some computer magazines that are written in English or general magazine and newspaper such as readers digest, Jakarta Post, Times, Indonesian Observer etc.

The above table informs us that most respondents consider that discussing a topic in English is important. As most respondents have a good motivation applying their

knowledge of English further will be an interesting thing and they sometimes do this in an informal situation.

It is briefly stated in the above table that most respondents said that they sometimes operate internet to improve their English, while another 25 % of the respondents told that they always operate internet every day just to improve their English ability. This condition is good since the respondents have been interested to the English program offered by some institution such English Town, English Practice, Yahoo in which they can practice their English through chatting, e-mail, practicing TOEFL test, practicing writing e

E. CONCLUSION

It is generally believed that learning a second language, such as English constitutes a long as well as a complex process including for non English department students. Motivation is the only thing that will lead people to do something better. Before conducting the research the writer guess that not all the students are motivated to study English in this faculty but the previous discussion and study result as follows:

As has been established through the test of hypothesis, it is obvious that there is a positive correlation between the students, motivation and their English proficiency A case Study among the Students' of S-I of Faculty on Information Technology in STIKUBANK University.

As the researcher is also the lecturer of this subject she found that the students' motivation is good and this condition can be found from both the questionnaire and class observation. This condition is reflected from the process of teaching and learning English in the class which is very good

The result of the questionnaire shows that there was a tendency in most respondents to choose the which are enjoyable as well as less serious materials and facility to practice and improve their English proficiency. These involve watching

English films, listening English songs, operating internet, reading English magazines and newspapers etc.

The good motivation among the students will lead them into a condition : they will be more active in the class if the communicative skill is also emphasized in the class.

F. SUGGESTION

To support the process of English teaching and learning in classroom, it is very essential for the lecturer to create some kind of atmosphere which is conducive to the process of English listening. For instance minimizing the amount of students in the class from 50-60 into 30 students for each class.

To arise the students' motivation, and positive attitude toward English, it is important for the institution to change the material of English 2 into the communicate skill such speaking, listening and writing. The writer considers that this type of material will be more interesting, applicable as well as useful for their future. Furthermore, the lecturer needs to consider the students' need and want so that the goal and functions of this subject could be achieved.

The researcher s found that the students' motivation is good and this condition can be used for the teacher consideration to change the English materials into the communicative skill.

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