



## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Study

English has now become an international language, which is used for many purposes, such as education, business, cultural events, and so on. This status makes English to be taught from elementary school until senior high school in Indonesia. Students are expected to master English at school. However, not all students have sufficient English language performance. There are many aspects that influence students' performance in learning English at school, for example, motivation, cognitive ability, confidence, environmental factors, etc. One of the most important aspects for students' success in learning English is motivation. Motivation can also be defined as one's direction to behaviour or what causes a person to do or repeat a behaviour and vice versa (Alzadeh, 2016).

Furthermore, motivation refers to reason that underlie behaviour that is characterized by willingness and volition (Lai, 2011). That is to say that motivation will increase the desire to do something to reach a goal. Students' motivation in learning is important because motivated and engaged students are better at utilizing their cognitive resources to learn more effectively and efficiently (Renandya, 2014). It is recommended that the first thing to do for learning English is to increase the motivation of learning English because motivation will influence human's behavior. As stated by Parsons et al. (2001) stated that added motivation is an imperative feature in learning process. Learning and motivation have same importance to accomplish something. Persistence, choice, and actual performance are important behavioral indicators of students' motivation (Maehr, 1984). If students lack the desire and interest in learning process, especially English, the learning objective will potentially be difficult to achieve. In learning English, motivation can be said as a students' basic to enhance their performance in learning English.

According to Burz R. D. (2013), performance refers to an excellent result, a result (great or not), or maximum capability, and can be analyzed in terms of efficiency and effectiveness. (pp. 255 – 261). Performance is how good students achieve their learning objectives or demonstrate their knowledge and skill. Regarding students' performance, it has been measured by using different parameters, such as grade point average (GPA), self-



reported average grades, teacher comments or behavior ratings, parents report, and school behavior (Wolfson & Carskadon, 2003).

The first previous study from Puspita & Purwanti (2019) conducted a descriptive quantitative approach that find out the correlation between English learning motivation and English proficiency achievement of English study program students. The second previous study from Rahardjo & Pertiwi (2020) conducted a descriptive quantitative approach to find out students' motivation in learning and students' achievement learning English in the situation of covid-19 pandemic. These studies indicate that there is a correlation between students' motivation and performance in learning English.

The researchers observed a strong link between students' motivation and achievement based on earlier research. The participants in this study differ from those in earlier research. The participants in the current study are 16-year-old students from a school, whereas the participants in the previous study were 20-year-old fifth-semester university students. Dörnyei (2001) noted that younger learners often display *higher intrinsic motivation*, meaning they are driven by curiosity, play, and enjoyment, especially in informal or engaging learning contexts. However, this motivation can be unstable and easily influenced by environment, teaching style, and parental attitudes. For this reason, the researcher selects students in the tenth grade to participate in the study. "The Correlation between Students' Motivation and Performance in Learning English" is the title of this study. Based on teacher data, the researcher selected this topic because the majority of students' scores fall short of the minimal requirements (KKM) for English proficiency. The researcher hopes to know whether motivation influence their performance in learning English or not.

## 1.2 Research Questions

The research questions guiding this study are stated as follows:

1. How motivated are the students in learning English?
2. How is the students' performance in learning English?
3. What is the correlation between students' motivation and performance in learning English?

## 1.3 Research Objectives

The objectives of the research guiding this study are stated as follows:



1. To reveal how motivated the students are in learning English.
2. To reveal how students' performance in learning English.
3. To examine the correlation between students' motivation and performance in learning English.

#### **1.4 Significance**

The researcher expects that the result of the research can be meaningful and give information for the components below:

a) Theoretical

This study is expected to contribute to the educational psychology of the learning motivation, especially students' motivation in learning English and find out the correlation between students' motivation and performance in learning English.

b) Practical

The finding of this research can help the English teachers who want to improve the students' performance in learning English. Firstly, knowing the correlation between students' motivation and performance in learning English can help teachers evoke the students' extrinsic motivation such as planning good method in learning English or even punishment so the students will get better performance in learning English.

#### **1.5 Scope and Limitation**

The motivation of students and their performance in learning English are examined in this study. This study looks at writing, grammar, vocabulary, and reading comprehension. Due to time and resource limitations, speaking and listening abilities are not included. The study looks at both internal and external motivators that could affect how well students learn English. Standardized test results and questionnaires are used to gather data.

The study's limitations include the fact that only written tests were utilized for assessing students' performance and that only high school students in the tenth grade were allowed to participate, rather than students in other grade levels.

#### **1.6 Definition of Key Terms**

a. Motivation



Deci & Ryan (1985) stated that motivation is defined as the process that initiates, guides, and sustains goal-oriented behavior. It is the driving force that influences individuals to take an action toward achieving their goals. Dörnyei (1998) also stated that motivation in context of learning is the dynamic and ever-changing process that involves the generation and sustaining of the learners' goal-directed behavior.

b. Performance

According to Brown (2004), performance in learning refers to the overt demonstration of abilities and knowledge that reflect what a learner can do in a given context, such as speaking, writing or problem solving. Hattie & Timperley (2007), defined that Performance is the extent to which students meet specific learning goals and demonstrate their understanding or mastery of the content.