

CHAPTER I

INTRODUCTION

In this chapter, the researcher will discuss about the background of the study, formulation of research problem, purposes of the study, formulation of hypothesis, significance of the study, scope and limitation, and definition of key terms.

A. Background of The Study

The most significant activities in the educational process in schools are learning activities. The success or failure of educational goals is determined by how students perceive the learning process. Basically, every student certainly has the same opportunity to achieve satisfactory learning outcomes. But in reality, every student differs from the next in terms of intellectual ability, physical abilities, habits, and learning methodologies, which can be quite noticeable. This is often an obstacle for students in accepting the lessons being taught. In order to find a solution, researcher must investigate the variables that have an impact on students' learning outcomes.

The elements that influence learning outcomes can be categorized into two major categories: internal and external. Teachers, peers, the school environment, learning resources, parental finances, and other outside influences are all examples of external factors. According to Slameto (2010), Internal factors are those that are under the control of the pupils, such as their health, intelligence, talent, interest, motivation, independence, and focus.

Learning motivation is one of the internal factors that affect how well a student learns. According to Barnett (2009), the most important factor in mastering the English language is motivation. While the Other factors are learning facilities, intellectuals, and the role of the family. Motivation plays a crucial role in the success of the educational process. For the simple reason that it can increase students' enthusiasm for learning. According to Slameto (2010), motivation plays a very important role in a person's life and has a great impact. Students who have high learning motivation tend to have a positive attitude to succeed.

It's a different story for students who aren't motivated to learn. This will make their learning outcomes worse. Students' lack of interest in learning is shown in behaviors such as conversing amongst themselves when the teacher is talking and failing to pay attention when the teacher is speaking. Smith (2012) stated that motivation is a fairly important factor that determines success or failure in learning a second language. Motivation is a very important part of learning. When students are motivated to learn, they work hard at it, and when they work hard, the quality of what they learn can be realized in the right way. When people are very motivated to study, they tend to do well in school.

Additionally, a person who lacks the motivation to learn will be unable to engage in educational activities, resulting in pretty poor learning outcomes. On the other hand, someone who wants to learn will do well in educational activities and have better learning outcomes. Even if a student is highly intelligent, if he lacks the will to learn, he will not succeed academically.

Conversely, a student with lower intelligence but a greater willingness to learn will also do well academically. Adams and Pierce at Raharjo and Pertiwi (2020) state that if students can identify their learning strategies, these students will feel easy and comfortable when receiving lessons. Learning strategies are specific actions to make students learn faster, more effectively, more confidently, easily and definitely more fun.

In line with that, Gagne (2008) states that if a student has high motivation and good learning strategies in learning English, he or she will feel happy and interested in learning English. A well-motivated student will complete more tasks in less time than their less-motivated counterparts. If students are highly motivated, they will do better. One of the characteristics widely believed to have a significant impact on learning outcomes is a student's level of motivation to learn. Motivated students may be counted on to achieve successful outcomes in the classroom. To make positive changes in how students feel and act about learning, it is important to shape their motivation to study.

According to Mukhtar (2015) Who investigated the relationship between learning motivation and learning outcomes for the arts and culture subjects in the field of music. The sample for this study consisted of all tenth grade students at SMA Piri 1 Yogyakarta. He uses a questionnaire to measure students' learning motivation and he uses the average daily test scores of students to get data on students' scores in the arts and culture subjects in the field of music. In addition, he also made observations to determine student learning facilities and learning motivation. In this study, he discovered a

positive and significant association between learning motivation and learning outcomes, as demonstrated by the magnitude of the estimated r value being greater than r table ($0.492 > 0.288$), and the significance value being 0.000, which indicates less than 0.05 ($0.000 < 0.05$).

In addition, according to Umniah (2018) who investigated the relationship between learning motivation and learning outcomes for Akidah Akhlak subjects. The sample in this research was eleventh grade students of Madrasah Aliyah Ma'arif 1 Punggur. She uses a questionnaire to measure students' learning motivation and she also use documentation method to collect the data of student learning outcomes. In this study she discovered that there is correlation between learning motivation and learning outcomes, which is evidenced by the size of the estimated r value more than r table ($0.665 > 0.329$).

The similarities between the previous research and this study used correlational research as a research design, which both aim to assist in determining the correlation between variables in a population using data collected using instruments, then analyzed with statistics. However, this research will focus more on English course. In addition, the difference between the prior studies and this study is the sample and the location of the research. This research will be conducted at MTs Sunan Kalijogo Rejosari with a sample of ninth grade students.

MTs Sunan Kalijogo is a school institution that cannot be separated from problems related to learning motivation. The results of field observations made by researchers during the internship period at MTs Sunan Kalijogo showed that learning outcomes in English subjects were less than optimal. The results of

the daily test scores obtained show that there are still some students who are under the standard of minimum completeness of mastery learning (KKM). From a total of 32 students who were observed, 8 students (25%) had scores below the KKM value and 24 students (75%) had scores above the KKM value. The KKM value that must be achieved is 75. Based on the results of the observation, it can be seen that the learning outcomes of MTs Sunan Kalijogo students are good enough for some students, but there are also some students whose learning outcomes are still lacking. Therefore, this research is important to do in order to find out whether the correlation between students' learning motivation and their learning outcomes is concrete.

Based on the background above, the researchers are engaged in conducting studies titled "THE CORRELATION BETWEEN LEARNING MOTIVATION AND LEARNING OUTCOMES OF ENGLISH COURSE AT NINTH GRADE STUDENTS OF MTS SUNAN KALIJOGO".

B. Formulation of Research Problem

Problem based on the background of study, the research question can be formulated as “is there any significant correlation between learning motivation and learning outcomes of English course at ninth grade students?”

C. Purpose of the Study

Based on the formulation of the research problem, the main purpose of this study is to find out the correlation between learning motivation and learning outcomes of English course

D. Formulation of Hypothesis

There are two kind of hypothesis that will be used in this research:

1. Null Hypothesis (H_0)

There is no significant correlation between learning motivation and learning outcomes of English course at ninth grade students of MTs Sunan Kalijogo.

2. Alternative Hypothesis (H_a)

There is a significant correlation between learning motivation and learning outcomes of English course at ninth grade students of MTs Sunan Kalijogo.

E. Significance of the Study

The research that the researcher conducted is expected to have the following benefits:

1. Theoretically

From a theoretical perspective, this study can serve as a stepping stone to more extensive investigation into the issue of learning motivation or something similar.

2. Practically

- a) For teachers, by doing this research, the researcher hopes that it will be useful for teachers, especially English teachers at MTs Sunan Kalijogo, so that these teachers will be able to get their students excited or motivated about their studies, which will lead to better academic results for those students.

- b) For students, as an encouragement to pupils to always strive to enhance their learning outcomes, because learning motivation is crucial in increasing student achievement.
- c) For researchers, hopefully this research can be a provision to become educators in the future, increase knowledge and experience.

F. Scope and Limitation

In this research, the researcher will focus on correlation between learning motivation and learning outcomes of English course at ninth grade students of MTs Sunan Kalijogo.

G. Definition of Key Terms

In order to avoid misinterpretation and misunderstanding, the researcher presents the following definition of key terms.

1. Correlation

It comes from the term "correlate" which means "a relationship in which one variable changes in response to a change in another one.". Correlation is having mutual relationship or connection between two or more things.

2. Learning Motivation

Learning motivation can be defined as an emotion that leads a person to behave in learning activities in order to reach the goals that they have set for themselves.

3. Learning outcomes

The outcomes of students' participation in learning activities are referred to as "learning outcomes." These are the results that students have attained as a result of their participation.

4. English Course

English course in this study refer to English subjects, which are the subjects used as the focus of this research. So in this study, both have the same meaning.