

THE CORRELATION BETWEEN LEARNING MOTIVATION AND PARENT ECONOMIC LOW CONDITION TOWARD STUDENTS ENGLISH ACHIVEMENT AT EIGHT GRADE OF MTs ALKHAIRAT GINUNGGUNG

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ABSTRACT

The purpose of this study was to know is there any correlation between learning motivation and parents economic low condition toward students english achievement. This research is a correlation study. Data obtained from questionnaires, interviews and documentation. Data collection techniques in this study using random sampling. In measuring correlation, researcher used the SPSS 21 program. The results of this research indicates that the known that the learning motivation of students english achievement is $0.188 > 0.05$. It shows that there is no correlation between learning motivation and students' English achievement. Second, parents economic low condition toward students english achievement is $0.29 > 0.05$. This shows that there is no correlation between parents economic low condition towards students english achievement. The final result, learning motivation and parents economic low condition toward students english achievement is similely $0.831 > 0.05$. So it can be concluded that there is no correlation between learning motivation and parents economic low condition toward students english achievement in class VIII MTs Alkhairat Ginunggung.

Keywords: *correlation, learning motivation, parents economic low condition, students english achievement*

Introduction

Education is a learning process carried out for students so that they have a good understanding and understanding of individuals who like to think critically and become better, both in the affective, cognitive and psychomotor aspects. Many factors influence children to be able to enjoy their educational needs. One of them is learning motivation. How important is motivation in education. Extrinsic motivation or existing motivation. Especially in a family environment, parents must be a motivation for their children. With the motivation of a child, they will be motivated and focused in their learning, so that it will produce good achievements and are enthusiastic in participating in the teaching and learning process.

The first and foremost education obtained by children is in the family. One of them is the economic condition of the parents, because this will affect the mindset of the parent in sending their children to school. the economic condition of parents tends to require parents to focus their attention on meeting economic needs rather than educational needs. Families with high economic conditions will have no difficulty in fulfilling children's school needs, in contrast to the economic conditions of families with low economic conditions. The economic conditions of parents play a role in children's learning success, especially affecting their learning achievement.

The process of achieving good learning achievement cannot be separated from the factors that influence it. These factors are divided into two, namely internal factors and external factors. Internal factors are factors that come from within a person such as talent, interest, motivation to learn, intelligence, learning methods, maturity, and so on. External factors are factors that come from outside the individual such as learning and social environmental factors, and instrumental factors which include learning materials, learning media and facilities,

teachers and so on. Other external factors that influence student achievement are family, school and community.

Method of the Research

In this study the research used a research design. According to Sarwono (2006: 37) the notion of correlation is “Correlational analysis is used to see the strength and weakness of the dependent variable.”

1. Findings and Discussion

3.1 The Result of Research

3.1.1 Results of learning motivation

In this research, the researchers research about the correlation between learning motivation, and parent economic low condition toward students english achievement. So, to get data of learning motivation level the researcher used a questionnaire. The questionnaire consists of 27 item of learning motivation, the data was taken from 10 students as the sample of the research, and the questionnaire was taken from Sri Rejeki (2012)

Table 3.1.1 result of learning motivation

No	Name	Score
1	MF	79
2	SJU	75
3	SN	70
4	SY	95
5	AF	76
6	STN	70
7	NA	79
8	EY	83
9	PH	77
10	KR	85
Average		789

Based on the table above, it can be concluded above that there is a low and high learning motivation. It can be seen that the low score is 70 and the high is 95.

Table 3.1.1 The percentage frequency of learning motivation questionnaire

No	Category	Interval	Frequency	Percentage (%)
1	Low	70-77	5	50
2	Moderate	78-86	4	40
3	High	87-95	1	10
Total			10	100 %

Based on the table above, it can be concluded that the value of learning motivation in the low category consists of 5 students, 4 students moderate and 1 high students. Where these values are obtained from the calculation results looking for the difference, namely: min and max = interval

Category (low,moderate,high)

While to find the percent, namely : $\frac{\text{total of interval}}{\text{Total of students}} \times 100\%$

3.1.2. Result of parent economic low conditions

The second data, the researchers research about the correlation between learning motivation and parent economic low condition toward students english achievement. So, to get data about the economic level of parents with low conditions the researcher used a questionnaire and interview, a questionnaire consisting of 10 data items taken from 10 students as the research sample, taken from Sri Rejeki (2012). And the interview consisted of 10 items and was taken from 10 parent of students as a source of information about the economic condition of the parents, taken from Wulan Dewi Kurniawati (2014)

Table 3.1.2 The result of parents economic low conditions

No	Name	Score
1	MF	16
2	SJU	18
3	SN	20
4	SY	14
5	AF	16
6	STN	22
7	NA	21
8	EY	15
9	PH	13
10	KR	21
Average		176

Based on the table above, it can be concluded above that there is a low and high learning motivation. It can be seen that the low score is 13 and the high is 22

Table 3.1.2 The percentage frequency of parents economic loe condition questionnaire

No	Category	Interval	Frequency	Percentage (%)
1	Low	13-15	3	30
2	Moderate	16-19	3	30
3	High	20-22	4	40
Total			10	100 %

Based on the table above, it can be concluded that the value of learning motivation in the low category consists of 3 students, 3 students moderate and 4 high students. Where these values are obtained from the calculation results looking for the difference, namely: min and max = interval

Category (low,moderate,high)

While to find the percent, namely : $\frac{\text{total of interval}}{\text{Total of students}} \times 100\%$

3.1.3. Result of students english achievement

The last, researchers examined students english achievement. To get data from students english achievement, the researchers collected data from the teachers based on the last final results (reports).

Table 3.1.3 The result of students english achievement

No	Name	Score
1	MF	72
2	SJU	64
3	SN	70
4	SY	70
5	AF	67
6	STN	74
7	NA	82
8	EY	88
9	PH	74
10	KR	74
Average		735

Based on the table above, it can be concluded above that there is a low and high learning motivation. It can be seen that the low score is 64 and the high is 88

3.1.4 Result of normality test

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
LEARNING_MOTIVATION	.195	10	.200*	.921	10	.369
PARENTS_ECONOMIC_LOW_CONDITION	.189	10	.200*	.921	10	.364
ENGLISH_ACHIEVEMENT	.272	10	.035	.916	10	.325

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

From the data Shapiro-Wilk table there is learning motivation $0.369 > 0.05$, in parent economic low condition $0.364 > 0.05$ and students english achievement $0.325 > 0.05$. This can be concluded from the motivation to learn and parenteconomic low condition towards students English achievement with normal distribution

3.2 Analysis hypothesis

3.2.1 Simple correlation

1. The correlation between leaning motivation (X1) and students english achievement (Y)

Correlations

		LEARNING_MOTIVATION	ENGLISH_ACHIEVEMENT
LEARNING_MOTIVATION	Pearson Correlation	1	.188
	Sig. (2-tailed)		.602
	N	10	10
ENGLISH_ACHIEVEMENT	Pearson Correlation	.188	1
	Sig. (2-tailed)	.602	
	N	10	10

3.2.2 Result of Hypothesis

Based on the table above, it can be concluded that the correlation coefficient of learning motivation on student english echievement is $0.188 > 0.05$. This means that there is no correlation between learning motivation and students english achievement. Then H_0 is accepted and H_a is rejected

2. The correlation between parent economic low condition (X2) dan students achievement (Y)

Correlations

		PARENTS_SOCIO_LO W_ECONO MIC_COND ITION	ENGLISH_A CHIEVEM ENT
PARENT_ECONOMI C_LOW_CONDITION	Pearson Correlation	1	.029
	Sig. (2-tailed)		.936
	N	10	10
ENGLISH_ACHIEVE MENT	Pearson Correlation	.029	1
	Sig. (2-tailed)	.936	
	N	10	10

3.2. 3 Result of hypothesis

Based on the table above, it can be ignored that the coefficient value of the low economic conditions of parents on students' English achievement is $0.029 > 0.05$. This means that there is no show between the low economic conditions of parents on student motivation. So H_0 was accepted and H_a was rejected

3.3 Multiple Correlation

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.227 ^a	.051	-.220	7.744	.051	.190	2	7	.831

a. Predictors: (Constant), PARENTS_ECONOMIC_LOW_CONDITION, LEARNING_MOTIVATION

Based on the correlation table between learning motivation and parents economic low condition towards the students' English achievement above, it can be concluded that the 2-tailed significance value is 0.831 then the value is $0.831 > 0.05$. This means that there is no correlation between learning motivation and parents economic low condition on students' english achievement.

Discussion

This researcher discusses the results of data analysis from a questionnaire on learning motivation and parents economic low condition, and the final results of students' english achievement. The researcher aims to determine whether there is a correlation between learning motivation and parents economic low condition on students' english achievement at MTs Alkhairat Ginunggung. The production results are as follows.

The first step, the researcher gave a questionnaire to students. The first questionnaire about learning motivation consisted of 27 items and the questionnaire consisted of 10 items, and the researcher gave interviews to the students' parents regarding economic conditions consisting of 10 items and the last one used the final result to collect data about students' English learning achievement from the teacher. After all the data was collected, the researcher checked whether to fill in all the items or not, the researcher made a recapitulation of learning motivation data and parents' recapitulation of low economic conditions.

The second step is the normality test by taking Shapiro-Wilk because the number of samples is less than 50. After data collection, the research respondents used the normality test to determine whether the data was normally distributed or not. Researchers found that the results of the normality test were significant. It can be seen that there is learning motivation 0.195 higher than 0.05, parents economic low condition 0.189 higher than 0.05, and students English achievement 0.272 higher than 0.05. This means that the data is normally distributed. So it can be concluded that the questionnaire data and reports are normally distributed.

The last step is hypothesis analysis. Researchers used simple correlation and multicorrelation statistical formulas with the SPSS 21 program. Statistical formulas were used to determine whether there was a relationship between learning motivation and parents economic low condition on students' English achievement. First, the researcher entered learning motivation data and students' English achievement into the SPSS 21 program. The results were sowed with a coefficient value of $0.188 > 0.05$. It was found that there was no correlation between learning motivation and students' english achievement. Second, the researcher entered data on parents economic low condition and students' english achievement into the SPSS 21 program. The results were sowed with a coefficient of $0.29 > 0.05$. It was found that there was no correlation between parents economic low condition and students' english achievement. And lastly, the results of learning motivation and parents economic low conditon towards students' english achievement is $0.831 > 0.05$. Then H_0 accepted and H_a accepted

Conclusion

Based on the fending and discussion, it can be concluded that :

1. There is no significant relationship between learning motivation towards students of English achivement, this result is obtained based on $0,188 > 0,05$ and based on very weak coefficient
2. These results are obtained based on $0,029 > 0,05$ and based on very weak coefficients. So, there is no significant relationship between parents economic low condition toward students english achievement
3. Based on the results obtained $0,831 > 0,05$. So, there is no correlation between learning motivation and parents economic low condition on students' english achievement.

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