

A STUDY OF THE CORRELATION BETWEEN ACHIEVEMENT MOTIVATION, SELF-CONCEPT, SOCIOECONOMIC STATUS AND ENGLISH LEARNING ACHIEVEMENT OF THE SECOND YEAR STUDENTS OF SMP NEGERI 3 BULUKUMBA

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Abstract

This study was conducted to find out the students' achievement motivation in learning English, to find out the students' self-concept in learning English, to find out the students' socioeconomic status, to find out the students' English learning achievement. To analyze the correlation between students' achievement motivation and English learning achievement, to analyze the correlation between students' self-concept and English learning achievement and to analyze the students' socioeconomic status and English learning achievement. This study employed correlational research. The technique of taking sample was random sampling. The population of this research was 90 students of the second year students of SMP Negeri 3 Bulukumba which belong to three classes. The sample of this research was 45 students. It took from 50% of population, $90 \times 50/100 = 45$ students. The research data were collected using questionnaires and test. The data were analyzed by using Likert scale and descriptive statistics through SPSS 17.0 version. The research result showed that the second year students of SMP Negeri 3 Bulukumba have high achievement motivation in learning English. This was proven by mean score of achievement motivation 81.57. It was classified into high achievement motivation categories ranges from 68 – 84 score. The students have high self-concept in learning English This was proven by mean score of self-concept 80.24. It was classified into high self-concept categories ranges from 68 – 84 score. The students have moderate socioeconomic status categories. This was proven by mean score of socioeconomic status 64.17. It was classified into moderate socioeconomic status categories ranges from 52 – 68 score. The students have good score in English learning achievement. This was proven by mean score of test 75.71. It was classified into good score in achievement categories ranges from 76 – 85 score. Based on the result of SPSS analysis about the correlation between achievement motivation and English learning achievement was positive and significant with $r = 0.757$ classified into strong category range from 0.60 – 0.799. The result of SPSS analysis about the correlation between self-concept and English learning achievement was positive and significant with $r = 0.803$ classified into very strong category range from 0.80 – 1.00. The result of SPSS analysis about the correlation between socioeconomic status and English learning achievement was positive and significant with $r = 0.324$ classified into low category range from 0.20 – 0.399. education

Keywords: achievement motivation, self-concept, socioeconomic status and English learning achievement

INTRODUCTION

English Language Learning

Douglas said that “learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction”. Learning is one of important things in educational process because it is inseparable in teaching. Students can have or gain new ideas and information from what they have learnt. Through learning, students also can get knowledge. These things happened in all kinds of learning includes language learning (Harmer:2007).

There are many reasons why people learn language, especially English. Many people learn English because English is useful for international communication. Some students learn English because it is within curriculum so they need to learn it. Moreover Harmer (2007) said that “ The purposes students have for learning will have an effect on what it is they want and they need to learn and as a result will influence what they are taught”.

Each of students have purpose in learning, there are many reasons why they learn. Consideration of our students' different reasons for learning is just one of many different learner variables. As revealed by Harmer (2007).

Different contexts for learning

English is learnt and taught in many different contexts. There are two different contexts for learning.

- 1) English as a Foreign Language (EFL), many people need to learn English because it as means for international communication.
- 2) English as a Second Language (ESL), many people use English in the target language community (a place where English is the national language). They need to learn the particular language variety of that community to combine their English with knowledge of how to do things in the target language community.

Learner differences

There are many factors in describing learners based on:

- 1) Age, it consists of young children, adolescent, and adult learners.
- 2) Aptitude, some students are better at learning than others.
- 3) Good learners, they can find their own way without always having to be guided by the teacher through learning tasks, who are creative, and who make their own opportunities for practice.
- 4) Learner styles consist of visual, auditory and kinesthetic styles.
- 5) Language levels, teacher of English generally make three basic distinctions to categorize the language knowledge of their students, beginner, intermediate, and advanced.

Achievement Motivation

a. Defenition of Motivation

Many psychologists have given various definitions of motivation. We have to comprehend about motivation in order to know and to understand what motivation is. According to Pintrich and Schunk (2008) The word “motivation” is familiar for us that is commonly used in our society, but definitely what the word actually refers to is not simple as it’s utterance.

Motivation is some kind of internal and external drive that encourages somebody to pursue a course of action. If we perceive a goal (this is, something we wish to achieve) and if that goal is sufficientlyattractive, we will be strongly motivated to do whatever is necessary to reach that goal. Language learners who are motivated perceive goals of various kinds. We can make a useful distinction between short term goals and long term goals. Long term goals might have something to do with a wish to get a better job at some future date, or a desire to be able to communicate with members of a target language community. Short term goals might include such things as wanting to pass an end of semester test or wanting to finish an unit book (Harmer: 2001).

From those definitions above, it is clear that motivation is internal and external drive which pushes someone to do or achieve something what he wants. So motivation is an essential of learning to achieve something.

b. Kinds of Motivation

Motivation can be divided into two kinds, intrinsic motivation (the urge to engage in the learning activity for its own sake) and extrinsic motivation (motivation that is derived from external incentives). Both or these have an important part to play in classroom motivation, and both are at least partially accessible to teacher influence (Penny Ur: 1996).

1) Intrinsic motivation

“Intrinsic motivation comes from within the individual.” (Harmer: 2004). It means motivation is a desire which comes from inside to do something. Santrock said that intrinsic motivation involves the internal motivation to do something for its own sake (an end in itself). For example, another student may study hard for a test because he or she enjoys the content of the course (Santrock: 2004). So, intrinsic motivation is the natural tendency to seek out challenges as we pursue personal interest and exercise capabilities, the statement above shown that motivation

will be active or has function did not need to stimulate from outside, because every person has a drive to do something.

2) Extrinsic motivation

“Extrinsic motivation is that which derives from the influence of some kind of external incentive, as distinct from the wish to learn for its own sake or interest in tasks” (Penny Ur: 1996). Extrinsic motivations are motive active and function if there is stimulation from outside. An example : a person studying, because he or she knows that tomorrow morning there will be a test, by hoping that she or he could get a good value. We can find many sources of motivation, but actually motivation only has two big sources, the first source comes from within the individual itself or known as intrinsic motivation and the second is extrinsic motivation, which appears from the outer side of and give some influences to the individual like give incentives, social pressure or punishment.

c. Achievement Motivation

The original definition of achievement motivation was from Atkinson (1964), who defined it as the comparison of performances with others and against certain standard activities. Atkinson and Feather (1966) suggested that achievement motivation is a combination of two personality variables: tendency to approach success and tendency to avoid failure. Bigge and Hunt (1980) defined achievement motivation as the drive to work with diligence and vitality, to constantly steer toward targets, to obtain dominance in challenging and difficult tasks and create sense of achievement as a result. This definition consists of three elements: the stimulation of personal capabilities, constant efforts with drive and obtaining of sense of satisfaction. Helmreich & Spence (1978) consolidated the theories concerning achievement

Motivation and compiled the Work and Family Orientation Questionnaire (WOFO). Meanwhile, they conducted a factor analysis and argued that achievement motivation consists of four elements, i.e. mastery of needs, work orientation, competition, and personal unconcern. After further studies, they found that the interaction of the first three elements is the key reason that contributes to excellent performance of individuals. It is highly related to personal achievements (Spence & Helmreich, 1983).

- 1) Mastery of needs: An individual prefers jobs that are challenging, intellectually demanding, and thought-oriented. He or she enjoys playing a leadership role in groups and is able to complete tasks already started.
- 2) Work orientation: An individual takes a proactive attitude toward work and loves what he or she does. He or she obtains sense of satisfaction from work and pursues self-realization and growth.
- 3) Competition: An individual hopes for victory and has the desire to win over others.
- 4) Personal unconcern: An individual does not consider success or stellar performance to be the cause of being rejected by others. In other words, there is no fear of success.

Self-concept

The Defenition of Self-concept

There are a variety of ways to think about the self. The most widely used term is self-concept and generally refers to the totality of a complex, organized, and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his or her personal existence. Baumeister (1999) defines self-concept as "the individual's belief about himself or herself, including the person's attributes and who and what the self is". Self-concept is defined as a “Concept regarding individuals own self-evaluation of himself, feeling that one has about himself” (Prasad and Thakur, 1977).

Self-concept is defined as the sum total of person’s perceptions about his /her physical, social, temperamental and academic competence. It covers beliefs, convictions and values the person holds. It also includes attitudes of himself or herself as a person, his/her worth, his or

her right to have his/ her own feelings and thoughts and making his /her own decisions (Sood, 2006).

The Component of Self-concept

There are several different components of self-concept: physical, academic, social and transpersonal. The physical aspect of self-concept relates to that which is concrete: what we look like, our sex, height, weight, etc.; what kind of clothes we wear; what kind of car we drive; what kind of home we live in; and so forth.

The relationship of self-concept to school achievement is very specific. General self-concept and non-academic aspects of self-concept are not related to academic work; general academic achievement measures are related moderately to academic success. Specific measures of subject-related self-concepts are highly related to success in that content area. If academic achievement leads to self-concept, but self-concept is a better predictor of being a low-track or high-track student, it would appear that there is some intervening variable. It's mean the intervening variable is personal expectations.

Socioeconomic Status

In general, the concept "socioeconomic status" highlight to the position of individuals, families, or other units on one or more dimensions of stratification (Fergusson, Horwood and Boden, 2008). The socioeconomic status has been measured in many ways, including educational and occupational attainment, exposure to poverty, income and exposure to adverse life events such as unemployment or monoparental families (Fergusson et al, 2008).

According to Gouc (2007), socio-economic background is relative standing of a family in a society based on its income, power, background and prestige. It can also be the relative position of a family or individual on hierarchical social structure based on access to or control over wealth, prestige and power. explained that family socio-economic background includes family income Ovute (2009), standard of house occupied or rented, family size, parental education and level of family stability among other factors. The issue of socioeconomic background and its relationship to students' achievement can also be explored specifically on the level of parental education, income and occupation. Literature on academic achievement seems to show that parent level of education is important in predicting children's academic achievement (Klebanov, Brooks-Gunn & Dunkan, 1994; Haveman & Wolfe, 1995).

Learning Achievement

Learning achievement is a sentence consisting of two words namely achievement and learning. Between achievement and learning words have different meanings. Therefore, before understanding learning achievement , it is worth discussion is directed at each issue in advance to gain further understanding about the meaning of words and learning achievement. It is also to facilitate in-depth understanding of the meaning achievements of learning itself. Below will put forward some sense of achievement and learning according to experts.

Achievement is the result of an activity that has been done, created both individually and in groups (Djamarah, 1994:19). Meanwhile, according to Abdul Hassan Mas'ud Dahar in Djamarah (1994:21) that the achievement is what has to be created, the results of a job, pleasing results are obtained with tenacity the way of work. Achievement is important thing to measure how far our effort and skill can be reach. It is as a result of our activity which we have done, especially in learning. Hornby said "Achievement is a thing done successfully, especially with an effort and skill." (Hornby: 1995). Achievement is the act of achieving or performing, an obtaining by exertion, effort and skill successfully.

METHOD

This research employed a correlational research. The population of the research was the second year students of SMP Negeri 3 Bulukumba. The sample of the research is 45 students. The researcher administered questionnaire for getting data about students' motivation, self-concept and socioeconomic status. The researcher distributed the questionnaire to the students and complete it during the class time as part of normal classroom activity, it aimed to get students reflect on their learning and to raise awareness of strategy options.

FINDINGS AND DISCUSSION

Findings

Data description

The findings of the research contain the result of data analysis from the questionnaires and test. The variables such as achievement motivation, self-concept, socioeconomic status and English learning achievement. The data description was analyze by using descriptive statistic method or SPSS version 17.0.

1) Achievement Motivation

The result of the 45 students, 19 (42.0%) students gain very high achievement motivation category in learning English, 19 (42.1%) students gain high motivation category in learning English and 7 (15.5 %) students gain moderate category. There is no students who get low and very low achievement motivation in learning English. The table is represented in the following bar chart.

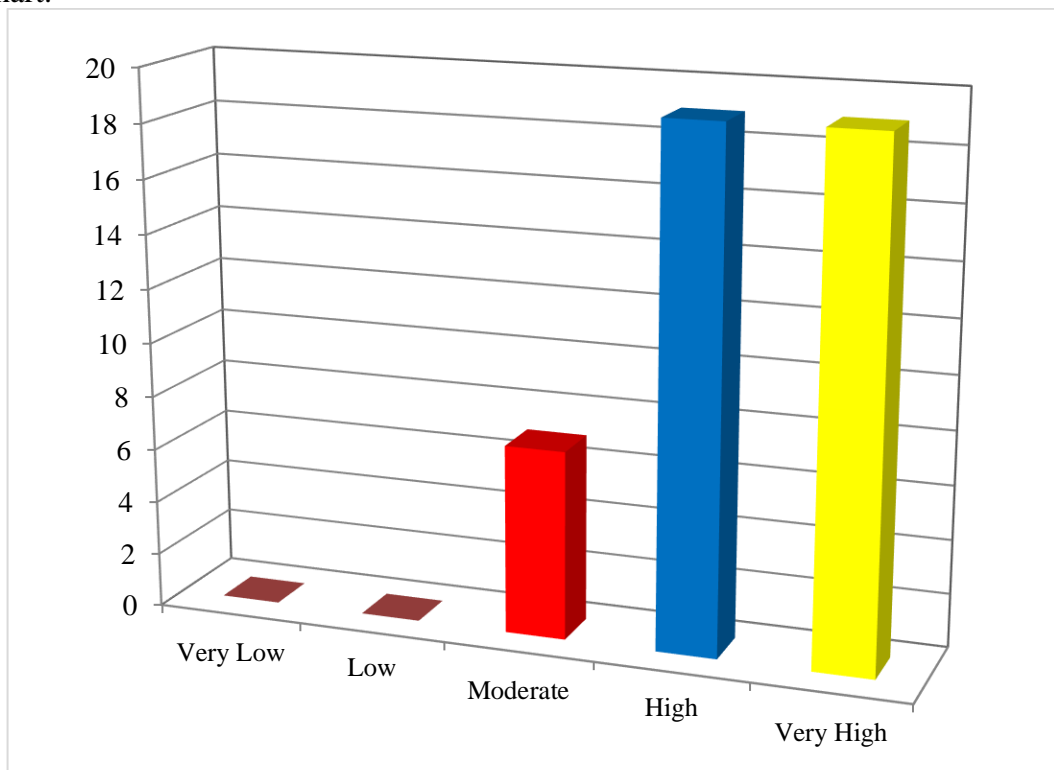


Figure 1. Achievement Motivation

2) Self- Concept

The result of the 45 students, 16 (35.3%) students gain very high self-concept category in learning English, 22 (48.7%) students gain high self-concept category in learning English and there are 7 (15.4%) students gain moderate category in learning English. There is no student who get low and very low self-concept in learning English. The table is represented in the following bar chart.

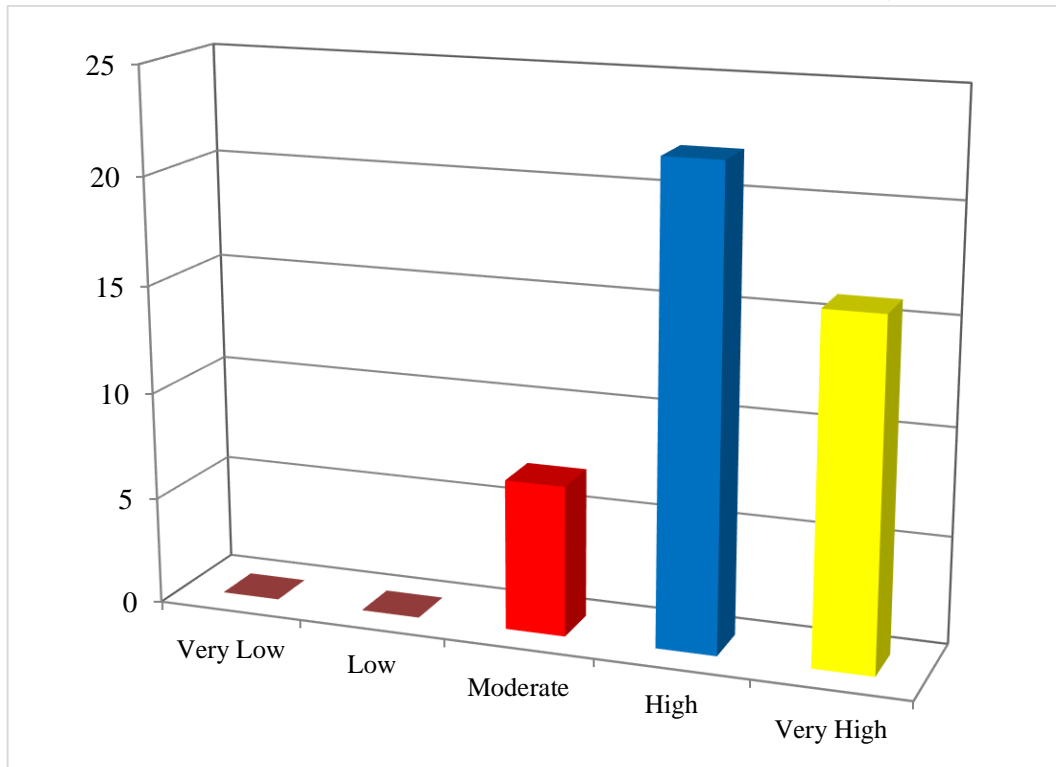


Figure 2. Self-Concept

3) Socioeconomic Status

The frequency of Socioeconomic Status of the students that of the 45 students, there is 1 (2.2%) student gain very high Socioeconomic Status category, there are 15 (31.0%) students gain high Socioeconomic Status category, there are 29 (64.2%) students gain moderate category and there is 1 (2.2%) student gain low Socioeconomic Status category. There are no students who get very low socioeconomic status. The table is represented in the following bar chart.

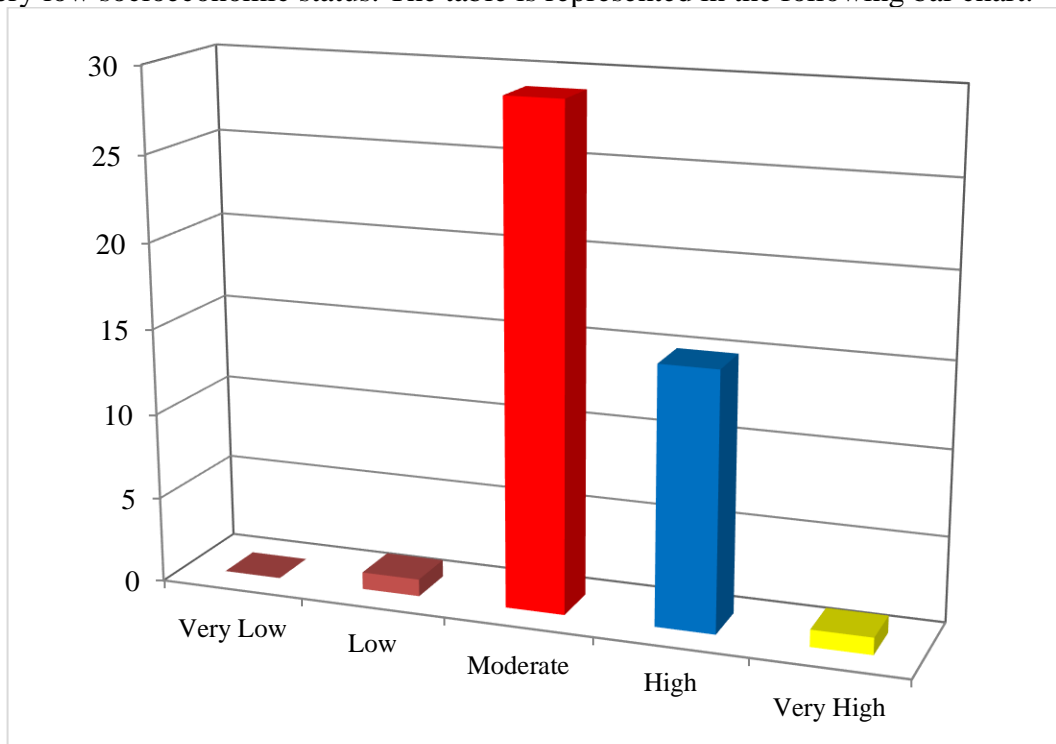


Figure 3. Socioeconomic Status

4) English Learning Achievement

The students' English achievement that out of 45 students, there are 8 (17.7%) students gain very good category in learning English, 20 (44.5%) students gain good category in learning English, 6 (13.3%) students gain fairly good category in learning English, 8 (17.7%) students gain fair category in learning English and 3 (6.7%) students gain poor category in learning English. There are no students who get very poor category in learning English. The table is represented in the following bar chart.

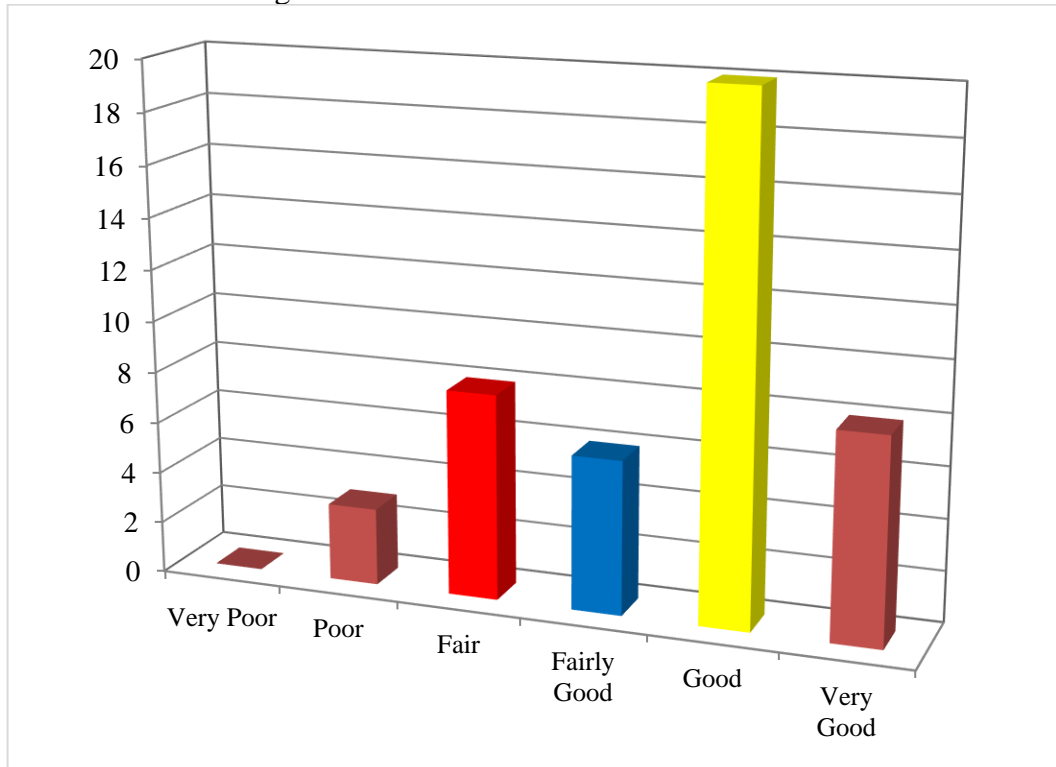


Figure 4. English Learning Achievement

The Correlation Test

This subsection deals with the analysis of correlation with pearson method or product moment pearson.

1) The Correlation between Achievment Motivation and English Learning Achievement

		English Learning Achievement	Achievement Motivation
English learning Achievement	Pearson Correlation	1	.757**
	Sig. (2 –tailed)		.000
	N	45	45
Achievement Motivation	Pearson Correlation	.757**	1
	Sig. (2 –tailed)	.000	
	N	45	45

*. Correlation is significant at the 0.01 level (2-tailed)

**.. Correlation is significance at the 0.05 level (2-tailed)

The table shows the result of the correlation analysis between achievement motivation and English learning achievement of the second year students of SMP Negeri 3 Bulukumba is 0.75. It can be interpreted through person standard correlation table that students score gain strong interpretation of the table range from 0.60 – 0.799. Based on the statistical analysis the researcher concludes that there is significance correlation between achievement motivation and English learning achievement. It can be seen in score significance 0.0 which is smaller than α

= 0.1. the sign (**) in the table showed positive correlation between achievement motivation and English learning achievement.

2) The Correlation between Self-concept and English Learning Achievement

		English Learning Achievement	Self-concept
English learning Achievement	Pearson Correlation	1	.803**
	Sig. (2 –tailed)		.000
	N	45	45
Self-concept	Pearson Correlation	.803**	1
	Sig. (2 –tailed)	.000	
	N	45	45

*. Correlation is significant at the 0.01 level (2-tailed)

**. Correlation is significance at the 0.05 level (2-tailed)

The table shows the result of the correlation analysis between self-concept and English learning achievement of the second year students of SMP Negeri 3 Bulukumba is 0.80. It can be interpreted through person standard correlation table that students score gain very strong interpretation of the table range from 0.80 – 1.00. Based on the statistical analysis the researcher concludes that there is significance correlation between achievement motivation and English learning achievement. It can be seen in score significance 0.0 which is smaller than $\alpha = 0.1$. the sign (**) in the table showed positive correlation between self-concept and English learning achievement.

3) The Correlation between Socioeconomic Status and English Learning Achievemem

		English Learning Achievement	Socioeconomic Status
English learning Achievement	Pearson Correlation	1	.324*
	Sig. (2 –tailed)		.030
	N	45	45
Socioeconomic Status	Pearson Correlation	.324*	1
	Sig. (2 –tailed)	.030	
	N	45	45

*. Correlation is significant at the 0.01 level (2-tailed)

**. Correlation is significance at the 0.05 level (2-tailed)

The table shows the result of the correlation analysis between socioeconomic status and English learning achievement of the second year students of SMP Negeri 3 Bulukumba is 0.32. It can be interpreted through person standard correlation table that students score gain low interpretation of the table range from 0.20 – 0.399. Based on the statistical analysis the researcher concludes that there is significance correlation between achievement motivation and English learning achievement. It can be seen in score significance 0.30 which is smaller than $\alpha = 0.5$. the sign (*) in the table showed positive correlation between self-concept and English learning achievement.

Discussion

This item deals with the interpretation of the findings on the result of statistical analysis and the data gained from questionnaires and test of the second year students of SMP Negeri 3 Bulukumba.

Description of the Achievement Motivation, Self-concept, Socioeconomic Status and English Learning Achievement

Descriptive statistics of achievement motivation presented previously shows that the majority of the students were at high achievement motivation category. From the data it can be concluded

that in general achievement motivation of the second year students of SMP Negeri 3 Bulukumba are at high category. There are several factors which influenced the students' achievement motivation in learning English. The most crucial factor is the students' goal in learning English. The other factors are from their family, their facility, their friends, and their environment in learning English.

Descriptive statistics of self-concept presented previously shows that the majority of the students were at high self-concept category. From the data it can be concluded that in general self-concept of the second year students of SMP Negeri 3 Bulukumba are at high category. The relationship of self-concept to school achievement is very specific.

Descriptive statistics of socioeconomic status presented previously shows that the majority of the students were at moderate socioeconomic status category. From the data it can be concluded that in general socioeconomic status of the second year students of SMP Negeri 3 Bulukumba are at moderate category. The issue of socioeconomic background and its relationship to students' achievement can also be explored specifically on the level of parental education, income and occupation.

The descriptive result shows that the students' English learning achievement gain good category. It is shown from the research result that there are 8 students' (17.7 %) gain very good category in learning English, there are 20 students (44.5 %) gain good category in learning English, there are 6 students (13.3 %) gain fairly good category in learning English, there are 8 students (17.7 %) gain fair category in learning English and there are 3 students gain poor category in learning English. There is no student who gets very poor category in learning English. From this data it can be said that most of the second year students of SMP Negeri 3 Bulukumba have good category in learning English.

There are many factors that influence students' learning achievement, such as, students' behavior in learning, teacher, teaching and learning process in the classroom, environment, etc. If the students are aware of these factors they will get excellent scores in doing their study.

CONCLUSION

Based on the description of the data which is described in the previous chapter. The researcher drew the conclusion as follows:

1. There is high correlation between students' achievement motivation and English learning achievement. It means that students with higher achievement motivation will get better scores in English learning achievement than the lower one.
2. There is high correlation between students' self-concept and English learning achievement. It means that students with higher self-concept will get better scores in English learning achievement than the lower one.

There is low correlation between students' socioeconomic status and English learning achievement. It means that students with low socioeconomic status do not always get low scores in English learning achievement and the students with higher socioeconomic status do not guarantee that they will get higher scores in English learning achievement.

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