

THE CORRELATION BETWEEN STUDENT PARTICIPATION AND STUDENT MOTIVATION TOWARD STUDENT ENGLISH ACHIEVEMENT AT SENIOR HIGH SCHOOL

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Abstract

Student participation and student motivation are pivotal efforts to optimize student learning outcomes, particularly in English achievement. This research aimed to ascertain the correlation between student participation (X1) and student motivation (X2) with English achievement (Y) among the twelfth science 3 graders of SMA Negeri 4 Malang. Employing a quantitative approach with a correlational research design, the study quantitatively describes the extent to which these variables are related. The subjects of this research comprised 32 students. Data collection was conducted using a questionnaire and student achievement documentation. The data analysis utilized the Azwar 2012 formula and the SPSS 23 version software. The results indicated that the F achievement value was 3.470, while the F table value at $n=29$ with a significance error of 0.05 was 3.33. This finding suggests that the F achievement value is higher than the F table value ($F \text{ achievement} > F \text{ table}$), leading to the rejection of the null hypothesis (H_0) and the acceptance of the alternative hypothesis (H_a). Thus, the research concludes that student participation and motivation significantly contribute to improving students' English achievement. Furthermore, this study highlights the importance of fostering an engaging and motivating classroom environment to enhance students' language skills. Active student participation not only reflects their interest in the subject matter but also encourages a more dynamic and interactive learning process. Similarly, motivation serves as a driving force that propels students to strive for better performance and achievement. By understanding and leveraging these factors, educators can implement strategies that better support students' academic growth and proficiency in English. This research provides valuable insights for educational practitioners aiming to improve English learning outcomes through targeted interventions that boost student engagement and motivation.

1. Introduction

Student's active participation is one of the efforts to optimize student learning outcomes. The form of student's active participation in learning process are activity or mental process, emotional, and also physical activities (Chanté Johannes et al., 2024). "If students participate actively during learning process, the result of its learning process and the learning outcomes will increase" (Asri Budiningsih in Muhammad Setiawan, 2015). Participation can be measured by observing students during their learning process in school. These are the indicators that can be observed toward students during learning process such as student's attendance, student's involvement in class, student's cooperation with their peers or classmates, student's preparation, and student's initiative. Student's attendance is how they can manage their schedules to avoid being late for class. Student's involvement can be seen from their responses given during learning process. Student's cooperation with their peers or classmates in the classroom to discuss the learning materials that have been provided by their teacher. Student's preparation can be observed from their readiness on the tasks given by their teacher. Student's initiatives are positive inputs and feedbacks given by students during learning process (Bean & Peterson

in Niza Syaveny et. al, 2019). Student's active participation in learning is one of the factors that will be determining the success of learning. Learning must be done by the students themselves, this is because as a good learning is learning through experiences or direct involvement. The student involvement in learning activities will affect the student learning achievement.

In order to support the student learning process, it needs an important component called "motivation" which has a purpose for the students to become more enthusiastic in participating in the learning process (Suh-Ting et al., 2023). The motivation comes from the word "motive" which can be interpreted as "an active driving force". Motivation is a constructive theory to explain the initiation, direction, intensity, persistence, and the quality of behavior, especially behavior which focused on a purpose (Menik & Danang, 2020). Motivation can be defined as those forces within an individual that push or propel him to satisfy basic needs or wants (Pardee, 1990). McClelland's theory of needs (1961), developed by David McClelland and his colleagues, the theory focuses on three needs, which are defined as follows (1) the need for achievement: drive to exceed, achieve standards, strive to succeed, (2) the need for power: the need to make other individuals behave in such a way that they would not behave otherwise, and (3) the need for affiliation: the desire to establish a friendly and intimate interpersonal relationship (Kompri, 2016). Mc Clelland has proposed a theory of motivation which is closely associated with the learning concepts. Mc Clelland developed a descriptive set of factors which reflect a high need for achievement. These are achievers like situation in which they take personal responsibility for finding solutions to problems, achievers have a tendency to set moderate achievement goals and take "calculated risks", and achievers want concrete feedback about how well they are doing (Mc Clelland & Pardee, 1990). Mc Clelland stated 6 characteristic of the individual that having a high motivation, such as: A strong feeling to achieve their goal, the desire to complete their task or duties with the best results; responsible, being able to take responsibility for themselves and being able to determine their own future, so that what they want in the future is successfully achieved; evaluative, use the feedback to determine what kind of actions that they have to take for the next step effectively in order they can achieve their achievement, the failures do not make them discouraged, but as a lesson to be succeed; taking "moderate" risks, it means that we understand our own limit in doing some actions; creative and innovative, being able to take a chance and use some opportunities to show their own potential; likes challenges, likes having activities that are prestigious and competitive (Dyah, 2012).

Grade is an instructional school program in a degree or number showed student's work in one period. The definition of grade stated by Johnson, grade is a symbol in a letter, numbers, or words that described student's learning achievement in a certain time, that can be in one year, one semester, or in a one quartal, depends on the school system (Sukardi, 2011).

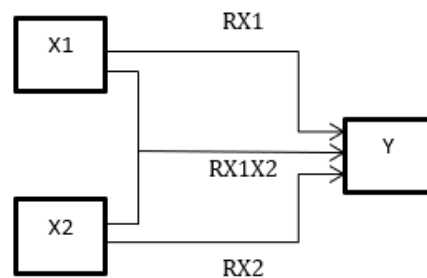
From the statement above, the writer was interested to conduct a research about the correlation between student's participation and student's motivation toward student's English achievement.

Moreover, the aim of this research was to observe first, the correlation between student's participation toward student's English achievement; second, the correlation between student's motivation toward student's English achievement; and the correlation between student's participation and student's motivation toward student's English achievement. The limitation or the scope of this study is the components of both aspects which are student's motivation and student's participation that implies from student's daily school life which influenced their English achievement during their learning process at school. The writer also limited the objectives in this study and make it specific only for English subject.

2. Method

This research involved students of twelfth science 3 grader of SMA Negeri 4 Malang in 2021/2022 academic year. By conducting this research, the writer expects that students will be more aware about the importance of their participation and motivation into their English achievement during their learning process. Also, the writer expects that the teacher can evaluate then understand what it takes to pay more attention to their student participation and motivation to creating a good result in their English achievement during the learning process.

This study uses type of quantitative research with the correlational research as the research design since it describes the quantitative degree to which variables are related. The instruments used in this study are questionnaire, learning output documentation from the teacher and reobservation.



Picture 1. Correlation of student's participation

There are 3 variables in this study, such as student's participation (X1), student's motivation (X2) and student's English achievement (Y). This study focuses on finding the relationship or correlation between student's participation and student's English achievement; student's motivation and student's English achievement; student's participation and student's motivation and correlation of student's participation and student's motivation toward their English achievement.

The respondents were students of twelfth science 3 in SMA Negeri 4 Malang with the total 32 students. The reason why the researcher choose this class because she had done internship there. From her internship she had observed the typical characteristic of science 3 students and she got an idea to do this research. They showed different responses during the learning process, whether from their attendance and also from the assignments given by the researcher. Some students might skipped the class and didn't collect their assignments and some students might always come to the class and always collect their assignments. However, the differences of their attitude during the learning process will affect their English achievement. There are a lot of factors that caused this differences, and the researcher specifically choose 2 factors which affect the differences that happen.

The researcher used two instruments to collect the data. The first instrument was a questionnaire to collect the data of student's participation and student's motivation. The student's participation questionnaire was adapted from the sarjana's thesis of Muhammad Setiawan titled "Hubungan Perhatian Orang Tua dan Partisipasi Akif Siswa Terhadap Prestasi Belajar Siswa Kelas X Kompetensi Keahlian Teknik Audio Video SMKN 2 Depok Sleman Tahun Ajaran 2014/2015". The researcher adapted from Muhammad Setiawan sarjana's thesis because it contains several components that are specific to student's participation. The researcher took several points from the questionnaire and later she modified it into the suitable factors that correlate toward the theory of "Bean & Petterson in Niza et. al". Moreover, for the

student's motivation questionnaire was adapted from the sarjana's thesis of Husna Faizatul Umniah with title "*Hubungan Motivasi Belajar dengan Hasil Belajar Mata Pelajaran Akidah Akhlak Siswa Kelas XI Madrasah Aliyah Ma'arif 1 Punggur Tahun Pelajaran 2018/2019*". The researcher adapted from Husna's questionnaire because some questions may correlate with the motivation theory that she used from Mc Clelland about 6 characteristics of highly motivated individuals, later the researcher also modified it to make the questionnaire more suitable with the theory. The questionnaire was written in Indonesian language to make the students easier to understand and having less misunderstanding toward the questions. The questionnaire provide four answer options which show level of agreement and were adapted from Likert scale. To make the respondents easier to understand the four-point scale options, the researcher made it into 4 points where each option represents an achievement as written below.

Table 1. Likert Scale

No.	Options	Achievement
1.	Strongly Agree / <i>Selalu</i>	4
2.	Agree / <i>Sering</i>	3
3.	Disagree / <i>Kadang-kadang</i>	2
4.	Strongly Disagree / <i>Tidak Pernah</i>	1

From the outline above, then the researcher calculated the reliability of the questionnaire in order to know the connectivity between each number of the questionnaire. The calculation was done by the help of SPSS 23 version software and this is the result of each variable questionnaire reliability. Wiratna Sujarweni (2014) stated that, a questionnaire is reliable if the value of Cronbach's Alpha is more than 0,6.

2.1. Student's Participation

Table .2 Student's participation questionnaire reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
0,810	13

From the table above, we can asserted that the value of the Cronbach's Alpha is 0,810 and it is more than 0,6 ($0,810 > 0,6$). However, from 15 questions there are 2 questions that are invalid. Therefore, 13 items from the questionnaire of student's participation were considered to be used for this study.

2.2. Student's Motivation

Table 3. Student's motivation questionnaire reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
0,841	18

From the table above, we can affirm that the value of the Cronbach's Alpha is 0,841 and it is more than 0,6 ($0,841 > 0,6$). Therefore, all of the items from the questionnaire of student's motivation were considered to be used for this study. The second instrument was a documentation of student's English achievement data from the teacher. From the data provide, the researchers made an average toward the student's achievement from the 2 variables, which are the average achievement of student kog and the average achievement of student psi.

The data collection were collected from 1st until 13th of December 2021 to distributed the questionnaire and collect the student's English achievements.

The data analysis was calculated by the formula stated by Azwar (2012) such as minimum achievement, maximum achievement, range, mean, and standard deviation and also the help of SPSS 23 version software in making the pie chart and for calculating categorization of the data.

The categorization of the data acquired in this study refers to the categorization level stated by Saifuddin Azwar (Azwar, 2012) which is categorized into 3 level as below:

Table 4 Table of data categorization level

Categories Limit:	Categories
$X < M - 1SD$	Low
$M - 1SD \leq X < M + 1SD$	Moderate
$M + 1SD \leq X$	High

Information: M (Mean); 1SD (Standard Deviation)

The formula used to calculate the range, mean (M), and standard deviation (1SD) are as follows:

Range = $X_{max} - X_{min}$

Mean (M) = $(X_{max} + X_{min}) : 2$

Standard Deviation (1SD) = $Range : 6$

The calculation and correlation of variables was done by the formula of pearson correlation (2-tailed) and multiple linear regression that cited from Husaini Usman and Purnomo Setiady Akbar (Purnomo Setiady Akbar & Husaini Usman, 2012) then the calculation was strengthened with the help of SPSS 23 version software. The formula to calculate the correlation is as follows:

$$\text{Pearson Correlation (2-tailed)} : R_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{(N\Sigma x^2 - (\Sigma x)^2)(N\Sigma y^2 - (\Sigma y)^2)}}$$

$$\text{Multiple Linear Regression: } F_h = \frac{\frac{R^2}{k}}{\frac{(1-R^2)}{n-k-1}}$$

The result of the calculation can be used as the hypothesis testing. There are certain criteria needed to set up whether the null hypothesis is being rejected or accepted. For the pearson correlation, if the significant value is less than 0,05 (sig. value < 0,05) then the null hypothesis is rejected. However, if the significance value is more than 0,05 (sig. value > 0,05) then the null hypothesis is accepted. For the multiple linear regression based on its Fachievement value, if the number of Fachievement is more than Ftable (Fachievement > Ftable) then null hypothesis is rejected. Moreover, to interpretation the level of correlational of Rachievement the researcher use the table from the interpretation of Rachievement, as below:

Table 5. Table of R achievement interpretation

Rachievement	Interpretation
0	No correlation
0,01 – 0,20	Very low correlation
0,21 – 0,40	Low correlation
0,41 – 0,60	Rather low correlation
0,61 – 0,80	Moderate correlation
0,81 – 0,99	High correlation
1	Very high correlation

(Source: Purnomo Setiady Akbar & Husaini Usman, 2012)

3. Results and Discussion

After conducting the research, all of the data obtained such as student’s participation, student’s motivation, and their English achievement was calculated. The result of the calculation is described below.

The student's participation was acquired, the maximum achievement is 60 and the minimum achievement is 15. The average achievement is 37,5 and the standard deviation is 7,5 with we obtained there were 21 students with 65, 63% in high number and there was 11 students with 34,36% in average number. However, unexpectedly there was no low number of the student's participation. According the data above, we can conclude that the student's participation is contemplated as good.

The student's participation attained the maximum achievement is 72 and the minimum achievement is 18. The average achievement is 45 and the standard deviation is 9, we know that there are 22 students with 68,8% in average number and there was 10 students with 31,3% in high number. Also, there was no low number of the student's motivation. Looking at the data above, we can conclude that the student's motivation is considered as good.

The students' English achievement attained that the minimum achievement is 84,25 and the maximum achievement is 95,50. The average achievement is 89,87 and the standard deviation is 1,87, it is known that there were 4 students with low number and in the percentage of 12,5%, 12 students in average number at 37,5%, and there were 16 students in high number at percentage of 50%.

3.1. Pearson Correlation (2-tailed)

The collected data was analyzed using pearson correlation (2-tailed) in order to know the correlation between the variables, such as student's participation (X1) and English achievement (Y); student's motivation (X2) and English achievement (Y); and student's participation (X1) and student's motivation (X2). And here is the formula of Pearson correlation:

$$R_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{(N\sum x^2 - (\sum x)^2)(N\sum Y^2 - (\sum Y)^2)}}$$

Student's participation (X1) and English achievement (Y)

$$\begin{aligned} R_{x1y} &= \frac{N\sum X1Y - (\sum X1)(\sum Y)}{\sqrt{(N\sum x1^2 - (\sum x1)^2)(N\sum Y^2 - (\sum Y)^2)}} \\ &= \frac{((32 \times 131913,7) - (1447)(2913,15))}{\sqrt{((32 \times 66227) - (1603)^2)((32 \times 265428,2 - (2913,15)^2))}} \\ &= \frac{5909,71}{13594,62} \\ &= 0,435 \end{aligned}$$

Student's motivation (X2) and English achievement (Y)

$$\begin{aligned} R_{x2y} &= \frac{N\sum X2Y - (\sum X2)(\sum Y)}{\sqrt{(N\sum x2^2 - (\sum x2)^2)(N\sum Y^2 - (\sum Y)^2)}} \\ &= \frac{((32 \times 146162) - (1603)(2913,15))}{\sqrt{((32 \times 81911) - (1603)^2)((32 \times 265428,2 - (2913,15)^2))}} \\ &= \frac{7405,51}{19344,85} \\ &= 0,383 \end{aligned}$$

Student's participation (X1) and student's motivation (X2)

$$R_{x2y} = \frac{N\sum X1X2 - (\sum X1)(\sum X2)}{\sqrt{(N\sum x1^2 - (\sum x1)^2)(N\sum X2^2 - (\sum X2)^2)}}$$

$$= \frac{((32 \times 73380) - (1447)(1603))}{\sqrt{(((32 \times 66227) - (1447)^2)((32 \times 81911) - (1603)^2))}}$$

$$= \frac{28619}{36221,91}$$

$$= 0,790$$

In order to strengthen the calculation of the collected data, the writer conducted a double recheck using SPSS 23 version, and here is the result:

Table 6. SPSS Pearson correlation (2-tailed)

Correlations		Participation	Motivation	English_Achievement
Participation	Pearson Correlation	1	,790**	,435*
	Sig. (2-tailed)		,000	,013
	N	32	32	32
Motivation	Pearson Correlation	,790**	1	,383*
	Sig. (2-tailed)	,000		,031
	N	32	32	32
English_Achievement	Pearson Correlation	,435*	,383*	1
	Sig. (2-tailed)	,013	,031	
	N	32	32	32

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

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

From the table above we can conclude that: First, the correlation achievement between student's participation (X1) and student's English achievement (Y) is 0,435 and the interpretation of r achievement at the 0,41-0,60 and we can conclude that the correlation between student's participation and student's English achievement is categorized in rather low correlation. The correlation value is positive, it means that there was a positive correlation between the two, if the value of student's participation is increasing their English achievement will be increasing too. The significance value is 0,013 and less than 0,05 (0,013 < 0,05) so the coefficient correlation is significant and can be generalized to all population. Thus, the research hypothesis is asserted that the Ho is rejected and Ha is accepted, it means that there is a correlation between student's participation and student's English achievement of 12th science 3 students of SMA 4 Malang. Second, the correlation achievement between student's motivation (X2) and student's English achievement (Y) is about 0,383 and the interpretation of r achievement at the 0,21-0,40 and we can concluded that the correlation between student's motivation and student's English achievement is categorized in low correlation. The correlation value is positive, it means that there was a positive correlation between them, if the value of student's participation is increasing their English achievement will be also increasing. The significance value is 0,031 and less than 0,05 (0,031 < 0,05) so the coefficient correlation is significant and can be generalized into all population. Thus, the research hypothesis is asserted that the Ho is rejected and Ha is accepted, it means that there is a significant correlation between student's motivation and student's English achievement of 12th science 3 students of SMA Negeri 4 Malang. Last, the correlation achievement between student's participation (X1) and student's motivation (X2) is 0,790 and the interpretation of r achievement at the 0,61-0,80 and we can concluded that the correlation between student's participation and student's motivation is categorized in moderate correlation. The correlation value is positive, it means that there was a positive correlation between student's participation and motivation. The significance value is 0,000 and less than 0,05 (0,000 < 0,05) so the coefficient correlation is significant and can be generalized for all population. Thus, the research hypothesis is clarified that the Ho is rejected and Ha is accepted, it means that there is a significant correlation between student's motivation and student's participation

in order the learning process of 12th science 3 grader of SMA Negeri 4 Malang will be held smoothly.

3.2. Multiple Linear Regression

The collected data was analyzed using Multiple linear regression in order to know the correlation between entire variables of student's participation (X1) and student's motivation (X2) toward English achievement (Y). And here is the formula of Multiple Linear Regression:

$$R_{yx1x2} = \sqrt{\frac{r^2_{yx1} + r^2_{yx2} - 2r_{yx1}r_{yx2}r_{x1x2}}{1 - r^2_{x1x2}}}$$

Student's participation (X1) and student's motivation (X2) toward English Achievement (Y)

$$\begin{aligned} R_{yx1x2} &= \sqrt{\frac{r^2_{yx1} + r^2_{yx2} - 2r_{yx1}r_{yx2}r_{x1x2}}{1 - r^2_{x1x2}}} \\ &= \sqrt{\frac{((0,435)^2 + (0,383)^2 - (2 \times 0,435 \times 0,383 \times 0,790))}{1 - (0,790)^2}} \\ &= \sqrt{\frac{0,072553}{0,376}} \\ &= 0,439 \end{aligned}$$

Significance test

$$\begin{aligned} F_h &= \frac{\frac{R^2}{k}}{\frac{(1-R^2)}{n-k-1}} \\ &= \frac{\frac{(0,439)^2}{2}}{\frac{(1-(0,439)^2)}{(32-2-1)}} \\ &= \frac{0,096547}{0,027824} \\ &= 3,47 \end{aligned}$$

$$F_{table} = 3,33$$

df1 (k = 2), df2 (n - k - 1 = 29) with $\alpha = 0,05$

In order to strengthen the validity of the calculation of the collected data, the writer used the help of SPSS 23 version to calculate it and as the double recheck. Here is the calculation result:

Table 7. SPSS Regression

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	,439 ^a	,193	,137	2,51257	,193	3,470	2	29	,045

a. Predictors: (Constant), Motivation, Participation

Table 8. SPSS Regression

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	43,811	2	21,905	3,470	,045 ^b
	Residual	183,077	29	6,313		
	Total	226,888	31			

a. Dependent Variable: English_Achievement

b. Predictors: (Constant), Motivation, Participation

Based on the table above, it showed that the value of *F*achievement is 3,470 and the value of *F*table at $n=29$ in the significance of 0,05 is 3,33 it means that the value of *F*achievement is higher than *F*table ($F_{achievement} > F_{table}$) it means that H_0 is rejected and H_a is accepted. The value of *R* is 0,439 and we can conclude that the correlation between student's participation and student's motivation toward English achievement is at a rather low correlation level. Moreover the hypothesis, there is a correlation between student's participation (X_1) and student's motivation (X_2) toward English achievement (Y) is not rejected. The higher of the value of student's participation and student's motivation will increase the value of student's English achievement. We can conclude that there is a correlation between student's participation and student's motivation toward student's English achievement of 12th Science 3 grader of SMA Negeri 4 Malang.

Based on the result of the study, presented the previous studies about "*Hubungan Perhatian Orang Tua dan Partisipasi Aktif Siswa terhadap Prestasi Belajar Siswa Kelas X Kompetensi Keahlian Teknik Audio Video SMKN 2 Depok Sleman Tahun Ajaran 2014/2015*" thesis showed a positive result about the relationship about student's participation into student's achievement.

It also supports by the second previous study from Husna Faizatul Umniah titled "*Hubungan Motivasi Belajar dengan Hasil Belajar Mata Pelajaran Akidah Akhlak Siswa Kelas XI Madrasah Aliyah Ma'arif 1 Punggur Tahun Pelajaran 2018/2019*" shown a positive results about the relationship about student's motivation toward their learning achievement.

Moreover, the importance of student's participation and student's motivation towards their English achievement evidenced by the article of Niza Syaveny & Indra Johari titled "*Hubungan Partisipasi Kelas dan Motivasi terhadap Hasil Belajar Bahasa Inggris Siswa SMA Negeri 12 Padang Kec. Nanggalo Sumatera Barat*" both components together leading into a positive results into their English achievement at school. Further, as stated by Slameto (1998) factors that influenced student's achievement divided into two parts internal and external. For internal such as: motive, attention, intelligence, and so on. For external factors such as: student's parents, school, and their environment in the scope of relation and many more.

Student's participation and student's motivation are the assumptive component as the role in increasing the student's English achievement. As we know that student's active participation is one of the efforts to optimize the student's learning outcomes. In other words, it is supported by motivation in order students will be more enthusiastic in following the learning process. Students will assemble their ability when they have a high motivation in participating the learning process, in other words they will reluctant in optimizing their ability to learn English when they have low motivation in participating the learning process.

Thus, from the statement above it is necessary to be aware of the importance role of the participation and motivation for students during their learning process. And all particular environment have to be consent and aware not only teachers but also parents, their classmates, and absolutely the student's environment itself have to be in good understanding in order to make a beneficial learning process and impact positively on their learning outcomes.

4. Conclusion

The purpose on this study, the writer wants to observe about first, the correlation between student's participation toward student's English achievement; second, the correlation between student's motivation toward student's English achievement; and the correlation between student's participation and student's motivation toward student's English achievement. This

study has 3 key words such as student's motivation, student's participation, and student's English achievement as basic for conducting a research to get answer for the correlational between student's motivation and student's participation toward student's English achievement. The scope of this study is the components of both aspects which are student's motivation and student's participation that implies from student's daily school life which influenced their English achievement during their learning process. The writer also give limitation on the objective in this study and make it specific only for English subject. From the study we can conclude that there is a positive correlation between student's participation and student's motivation toward student's English achievement in twelfth science 4 grader of SMA Negeri 4 Malang. The R achievement is 0,439 with a rather low categorization level . The F achievement is 3,470 and it is excel the Ftable (Fachievement > Ftable), it means that the alternative hypothesis is accepted. The higher of student's motivation and student's participation, their English achievement will be high too. Finally, for the future researcher the writer expects that they can do a depth-research on the correlation between student's motivation and student's participation toward their English achievement and can generate more perspectives, as there are some limitations on this study. Last, the writer also expects that this study can be a reference for English teacher and student's peers or classmates to be more aware and increase their motivation and participation during their learning process in school. In addition, this research is also expected to contribute in designing more effective strategies and policies to optimize students' English achievement through student participation and motivation, especially at SMA Negeri 4 Malang.

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