

Chapter II

REVIEW OF RELATED LITERATURE

This study focuses on the motivation, learning English and Intensive Course achievement. This chapter discusses some relevant theories which are related to the study as they are used to strengthen the framework of the study.

A. Motivation

Recently, many students are faced a problem in doing their English class as a foreign language in front of others subjects. Consequently, there many educators that play a part in English learning for trying to discover many ways to keep their students still motivated in learning process. The educators can make a positive contribution to students' motivation to learn are places that students enjoy coming and study a great deal. Besides, knowing the learning goals are also important one for the students. Hence, giving motivation for the students is one of the fundamental action to do.

Motivation is the attribute that "moves" us to do or not do something.¹ Besides, according to Gardner, motivation is the degree to which the learner strives to learn, it is due to a desire to do so and the satisfaction experienced in the activity.² Motivation is also involves the processes that energize, direct, and sustain behaviour. It is a psychological aspect of human to obtain a specific purposes. It is a tool for driving force a long and tremendous

¹ Gredler, M.E, Op. Cit., page 76

² Kitjaroonchai, N., Op. Cit., page: 24

activit. Without motivation, it is very impossible for human to reach their goals.

Absolutely, motivation is one of the vital factor to acquire every human's goal. In every human activities, motivation is always associated with their suces in something that human has done. In language learning context, both of students and teachers have to have a motivation to accomplish the learning purposes including in English learning.

Motivation is a significantly important factor for academic learning and achievement across childhood through adolescence.³ It is generally agreed that motivation has positive impact upon learning; it stimulates, sustains and give directions to an activity. Highly motivated students often require little guidance from the teachers and are capable of doing many higher degree of complicated work independently. Usually environmental condition can motivate students other mother motivational factors include parental pressure, classroom environment, teacher and peer approval may contribute to the motivation of the child.⁴ Therefore, there are some theories about motivation related with language learning that can enrich the concept of motivation in education.

³ Elliot and Deweck, 2005.

⁴ Saeed, S., Arif, C. M. H. "An Investigation the Gender Difference into the Sttus of Intrinsic Motivation towards Science Learning Among Intermediate Science Students". *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)*, 10 (6), (2013), page: 81-85

B. Self-Determination Theory (SDT)

Self-Determination Theory (SDT) has been one of the most influential approaches in motivational psychology.⁵ It is one of the concepts of motivation in English learning besides theory of Gardner Social Psychological Approach and theory of Richard Clement's Linguistics Self-Confidence.⁶ It is concerned with supporting our natural or intrinsic tendencies to behave in effective ways. This theory was developed by Edward L. Deci and Richard M. Ryan and has elaborated and refined by scholars from many countries.

SDT framework has several advantages over some other formulations of learner orientations. SDT offers a parsimonious, internally consistent framework for systematically describing many different orientations in a comprehensive manner. It also offers considerable explanatory power for understanding why certain orientations are better predictors of relevant language learning variables than others.

Also, by invoking the psychological mechanisms of perceived autonomy, competence, and relatedness, it can account for why certain orientations are evident in some learners and not in others. Moreover, the framework is empirically testable and indeed has stood up well under empirical scrutiny in our studies. Its clear predictions may also be

⁵ Dornyei, Z. "Attitudes, Orientations, and Motivations in Language Learning: Advances in Theory, Research, and Applications". *Language Learning: A Journal of Research in Language Studies*, 53 (1), (2003), page: 3.

⁶ Meihua, L., Wenghong, H. "An Exploration of Foreign Language Anxiety and English Learning Motivation. *Education Research International Article*, (2010), page: 2.

particular valuable in applying the theory in language teaching and program development.⁷

C. Types of Motivation Based on Self-Determination Theory

According to self-determination theory was presented by Deci and Ryan, different types of motivation underlie human behaviour. These types of motivation are posited to differ in their inherent levels of self-determination.⁸ Self-determination involves a true sense of choice, a sense of feeling free in doing what one has chosen to do. Listed on a continuum from high to low levels of self-determination, these motivations are intrinsic motivation, extrinsic motivation, and amotivation.

1. Intrinsic Motivation

Based on Self-Determination Theory (SDT) was presented by Ryan and Deci that there are some types of motivation. The first one is intrinsic motivation. A large number of researchs was conducted in this kind of motivation. Intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence. When intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards.⁹ In intrinsic

⁷ Noels, K. A, Pelletier, L. G, et. Al. Op. Cit., page: 35

⁸ Deci, E.L., Ryan, R. M. Op. Cit., page: 89

⁹ Ryan, R. M., Deci, E. L. Op. Cit., page: 55

motivation, it also can refer to desire from any individual that including enjoy, pleasure, interest of an activity.

Early research about intrinsic motivations was not started for human case. The phenomenon of intrinsic motivation was first acknowledged within experimental studies of animal behaviour, where it was discovered that many organisms engage in exploratory, playful, and curiosity-driven behaviors even in the absence of reinforcement or reward.¹⁰ In humans case, intrinsic motivation is such as a fundamental thing that make individuals more live with any kinds of their healthiest states, are active, inquisitive, curious, and playful creatures, showing a ubiquitous readiness to learn and explore.

Knowing about intrinsic motivation is also helping individuals to develop their cognitive, social and also their physical because through the individual's intrinsic motivation can raise their knowledge and skill as well. Furthermore, one of the main point of intrinsic motivation is interest that by taking interest in new thing, to actively assimilate, and to creatively apply our skill is not limited thing, but is a significant feature of human nature that affects performance, persistence.

¹⁰ White, R. W. "Motivation reconsidered". *Psychological Review*, 66, (1959), page: 298

Although, in one sense, intrinsic motivation exists within individuals, in another sense intrinsic motivation exists in the relation between individuals and their activities.¹¹ For instance, a student's interest for learning a foreign language. So, knowing more about intrinsic motivation is an important phenomena for educator that intrinsic motivation can encourage a high quality learning and creativity.

There are several types of intrinsic motivation called a three parts taxonomy of Intrinsic motivation. Detailed explanation of each types of intrinsic motivation were discussed below.

a. Knowledge

Intrinsic motivation knowledge is motivation for doing an activity for the feeling associated with exploring new ideas and developing knowledge. Accomplishment

b. Accomplishment

Accomplishment intrinsic motivation refers to sensations related to attempting to master a task or achieve a goal.

c. Stimulation

Stimulation intrinsic motivation relates to motivation based simply on the sensation or fun and excitement.

¹¹ Ryan, R. M., Deci, E. L. Op. Cit., page: 56

The common basis of those three subtypes is the pleasurable sensations experienced during the self-initiated and challenging activity.

2. Extrinsic Motivation

Extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome. Extrinsic motivation thus contrasts with intrinsic motivation, which refers to doing an activity simply for the enjoyment of the activity itself, rather than its instrumental value. However, unlike some perspective that view extrinsically motivated behaviour as invariably nonautonomous, SDT proposes that extrinsic motivation can vary greatly in the degree to which it is autonomous. For example, a student who does his homework only because he fears parental sanctions for not doing it is extrinsically motivated because he is doing the work in order to attain the separable outcome of avoiding sanctions.

SDT proposes that there are varied types of extrinsic motivation. These three types of extrinsic motivation has been distinguished into three level from the lowest to highest level of self-determination.¹² Understanding these different types of extrinsic motivation, and what fosters each of them, is an important issue for educators who cannot always rely on intrinsic motivation to foster

¹² Noels, K. A, Pelletier, L. G. Et. Al. Op. Cit., page: 38-39

learning. Detailed explanation of each types of extrinsic motivation were discussed below.

a. External Regulation

External regulation is defined as those activities that are determined sources external to the person, such as tangible benefits or costs. If the reason for learning the language is taken away, there is no incentive to continue engagement in the learning process.

This motivation occurs when behavior is regulated by rewards or in order to avoid negative consequences. That is, regardless of whether the goal of behavior is to obtain rewards or to avoid sanctions, the individual experiences an obligation to behave in a specific way.¹³ External regulation is the only kind of motivation recognized by operant theorists (e.g., Skinner, 1953), and it is this type of extrinsic motivation that was typically contrasted with intrinsic motivation in early lab studies and discussions.

b. Introjected Regulation

A second type of extrinsic motivation is introjected regulation. Introjected describes a type of internal regulation that is still quite controlling because people perform such actions with the feeling of pressure in order to avoid guilt or anxiety or to attain ego-

¹³ Guay, F. G., Vallerand, R. J., Blanchard, C. "On the assessment of Situational Intrinsic and Extrinsic Motivation: The Situational Motivation Scale (SIMS)". *Motivation and Emotion*, 24 (3), (2000), page: 177

enhancements or pride. Put differently, introjection represents regulation by contingent self-esteem. A classic form of introjection is *ego involvement* which a person performs an act in order to enhance or maintain self-esteem and the feeling of worth.¹⁴

Furthermore, this type of extrinsic motivation refers to reasons that certain of performing an activity due to some type of pressure that individuals have incorporated into the self, such that they compel themselves to carry out that activity. For instance, a student who practices English as his/her second language because they would feel ashamed if they could not speak the second language. Learning would only take place as long as they feel the need to reduce guilt.

c. Identified Regulation

A more autonomous, or self-determined, form of extrinsic motivation is regulation through *identification*. Here, the person has identified with the personal importance of a behavior and has thus accepted its regulation as his or her own. At this point individuals invest energy in an activity because they have chosen to do so for personally relevant reasons. In this situation, students would carry out the activity because of its importance for achieving a valued goal.

¹⁴ Nicholls, J. G. "Achievement motivation: Conceptions of ability, subjective experience, task choice, and performance". *Psychological Review*, 91, (1984), page: 328-346.

For example, a boy who memorize spelling lists because he sees it as relevant to writing, which he values as a life goal, has identified with the value of this learning activity.

They found that the three of regulation were intercorrelated according to a quasi-simplex (ordered correlation) pattern, thus providing evidence for an underlying continuum of autonomy. Differences in attitudes and adjustment were also associated with the different type of extrinsic motivation. For example, the more students were externally regulated the less they showed interest, value, or effort, and the more they indicated a tendency to blame others, such as the teacher, for negative outcomes. Introjected regulation was positively related to expending effort, but was also related to more anxiety and to poorer coping with failures. Identified regulation was associated with greater enjoyment of school and more positive coping styles. And intrinsic motivation was correlated with interest, enjoyment, felt competence, and positive coping.

Discussing about intrinsic and extrinsic motivation allows a reorganization of many orientation in a systematic framework. Moreover, this theory can explain and predict how orientations are related to learning outcomes.

3. Amotivation

At the far left is amotivation, which is the state of lacking an intention to act. Amotivation is the situation in which people see no relation between their action and the consequences of those actions, the consequences are seen as arising as a result of factors beyond their control.

When amotivated, a person's behavior lacks intentionality and a sense of personal causation. Amotivation results from not valuing an activity, not feeling competent to do it, or not believing it will yield a desired outcome.¹⁵

Their behaviors are neither intrinsically nor extrinsically motivated. Amotivated behaviors are the least self-determined because there is no sense of purpose and no expectations of reward or possibility of changing the course of events. Amotivation can thus be seen as similar to learned helplessness where the individual experiences feelings of incompetence and expectancies of uncontrollability.¹⁶

C. Learning English

Learn the meaning of the word in the book the great Indonesian Language Dictionary is trying to obtain intelligence or knowledge. Manifestation of the attempt is in the form of activities so that learning is an activity. In the English-United Kingdom, or learning to learn (verb) means:

¹⁵ Ryan, R. M. "Psychological needs and the facilitation of integrative processes". *Journal of Personality*, 63, (1995), page: 397-427

¹⁶ Abramson, L. Y., Seligman, M. E. P., & Teasdale, J. D. "Learned helplessness in humans: Critique and reformulation". *Journal of Abnormal Psychology*, 87, (1978), page: 49-74

1) to gain knowledge, comprehension, or mastery of through experience or study, 2) to fix in the mind or memory; memorize, 3) to acquire through experience, 4) to become in form of to find out. So there are four different meanings according to learning English-United Kingdom, acquires knowledge or master the knowledge through experience, remember, controlled through the experience, and get information or find. Based on the dictionary definition according to the second, there are two basic elements contained in the study, i.e. the activities and mastery.

The following the notion of learning as it has been expressed by some experts, H.C. Witherington defines learning is a change in personality marked the existence of new reception pattern can be an understanding. Definition of learning organized h. c. Witherington derive from bringing together the three short definition of learning. First, learning is a change in a person. Such changes can happen in terms of know-how, in an attitude, or in a sense and so on. Someone who has learned will be not the same was the case with previous state when he was not studied yet. This can include the necessary changes himself, his knowledge is or what it can do. For example, after someone does something the Act of learning, the person may be more skilled, more confident, more bold face other, more people feel happy, be happy, do something smarter and more. Second, learning is the mastery of a welcome new patterns. Action learning to rely on some principle or the total pattern controlled by holding the integration that mark against the order-the order of the basis of a pengalman. This is often referred to by

several terms such as shapes, patterns, gestalt, whole, configuration or organization. These concepts may be clarified with suggested examples of preschool children (kindergarten) who are learning to write a word or sentence in the language of Indonesia. In terms of the science of psychology education in the period of development, in particular the period of preschool children, symbolizing various patterns of behaviour. However, none of the patterns that can be used to perform the activity of writing. To be able to do writing, children must have a new pattern. Strictly speaking, the child should have the ability to see, moving the arm and hand, and make simple signs. Writing requires a pattern of organized and it's different with sagat parts. Third, learning is the mastery of skills, attitudes, and understanding. Definition of learning this mention explicitly the nature of or the results of the study should be obtained and varying kind. Skills, attitudes practices contain elements are things that relate to ways of thinking and feeling to the problems of containing the value and understanding are things related to rational experiences or according to common sense.

Arthur j. Gates, learning is the modification of behaviour through experience and training. L.D. Crow and a. Crow, learning is an active process that need to be stimulated and guided toward desirable outcomes. Learning is the acquisition of exhausted, knowledge, and attitude. Melvin h. Marx, Learning is a highly enduring change in behaviour which is a function of the prior behaviour, usually called practice. R. s. Chauhan, Learning means to bring changes in the behaviour of the organism. Gregory

a. Kimble, Learning as a permanent change in highly behavioral potentiality that occurs as a result of reinforced practice. Definition of learning according to Gregory a. Kimble which are now most widely accepted by education experts.

Shove off from a variety of the thinking, learning can be defined as an activity or undertaking of awareness to improve the quality of the ability or behaviour by mastering a number of the knowledge, skills, values and attitudes, changes quality ability of yesteryear is permanent. Formal learning is completed the educational programs at the school or college with the guidance of a teacher or lecturer. While, Malik pursued learning is learning outside educational programs in schools or colleges, i.e. the top independent business. For example, by reading various books of science, working on something, if necessary, ask the expert, others join in discussions or seminars, etc.

Further, it needs to be addressed regarding the materials studied are typically things, issues or new issues. But there are also studying on the materials that have been studied, which in this case is called the learning loop. It is extremely nice if learning it can become someone's needs. Thus, learning can be done at any time, for example when there are new issues that arise, and can follow the development of science and technology. This is an implementation of the principle of lifelong learning. That is, a person or individual required to continually study for being able to do so is not limited when he was still a young age. Increasing age someone improperly

as a barrier to learning. During the lifetime of the presumably still contained the body of learning still needs to be done by each individual in order not outmoded.

In the various definitions of learning that has been put forward that experts kind of conclusion that can be drawn on the fact that learning is a process of mastering something learned. That mastery can be understood (understand), feel, and be able to do something. Within the study of psychic activity occurred or the monitoric movements of the muscles and nerves. As a result of learning is the mastery of a number of knowledge and a number of new skills and new attitudes or various things something has been overrun before, including understanding and mastery of the values. As changes in human behavior, as a result of learning last covers aspects of knowledge, skills, attitudes, and values. It can also be stated that the learning is the conscious effort of individuals to understand and master the knowledge and skills; attitudes and values, in order to improve the quality of the vagaries of the Act in order to develop his personality.

In the learning process, there is the nature of learning that has a deep understanding of which can be obtained by studying the ways or forms or manifestations of types of learning. In the conventional sense, in a learning process then takes place along the learning process that is certain to be always occurs the process of teaching. Because, if there is a study course, teaching there, and vice versa when the teaching is certainly there to learn. The process of teaching and learning can occur at any time in the life of

mankind, realized or not. While in the modern sense, someone who's not always learning seang accompanied by teachers. It is certain that from the process of teaching and learning will be obtained an outcome, no matter how small the results of it. The result is generally called the results of teaching or learning outcomes. To obtain the best results, then the teaching-learning process must be made knowingly, with deliberate, and well organized. Especially in the formal education to achieve those goals has developed methods that are either in the process of teaching and learning. Also studied and applied to the other sciences are all able to help smooth and successful process of teaching and learning. After the learning process takes place will occur a changes are relatively fixed in the mastery of the behavior that occurs as a result of the experience. Thus, there is a learning process when someone shows a behaviour which is not the same as before going on the learning process. Behaviour after the learning process is qualitatively better than the previous. For example, one can prove knowledge of new facts, or he can do something that previously could not be done. The learning process of putting someone from one's ability to the status the status of the capabilities of the other. With others, the learning process is creating the quality status of the ability on someone who has done a study.¹⁷

D. Intensive Course

¹⁷ Prawira, P.A. *Psikologi Pendidikan dalam Perspektif Baru* (Jogjakarta:Ar-Ruzz Media,2012), 242

It was assigned since 2002/2003 and was taught in a whole semester of the first semester. Intensive Course (IC) class has a technical goal as the condition for students' education continuity of English department which also means first "drop out". In fact, it is actually "semi drop out" because students who do not pass this class they will be given one more chance to join this class next year or they will be recommended to resign in another department of study program or another faculty. The class is held at 07:30-12:00 and 12:30-13:30 in start from Monday until Friday.

Talib (2007:56) stated that the implementation of Intensive Course (IC) class is aimed in order to make students have integrative knowledge about English, they can communicate each other by using good English in receiving and producing in intermediate level till they are ready to understand and use English well whether in verbal or written language, they can use language structure and vocabularies in acceptable way. This study program is aimed to lay the strange base of mastering English intensively and has integrity. The characteristic of intensive can be implemented in teaching which is held by using high frequency of academical process in the whole semester especially the meeting in the class.

For the next lets we see some phenomenon that happen when Intensive Course (IC) is implemented recently. From the result it can be guided become two group, this are the phenomenon of teaching and the phenomenon of material.

Phenomenon of teaching

Intensive Course (IC) has most lecturers because it has many topics so the lecturers are allotted in their certain topic of Intensive Course (IC). There is no certain comprehensive condition early created by this study program, thus causes the lecturers just look like targeting the material to be done. In the time aspect, there are just little classes which implement this kind of study program exactly start from 17:30 – 13:30. There is class which only spend time start from 18:00 until 10:00 because the lesson material that is allocated for the lecturer is done.

It shows that the implementation of Intensive Course (IC) indirectly just focus on finishing the lesson material but other important aspects do not delivered well.

Phenomenon of lesson material

If we look at the lesson material of Intensive Course (IC) there will be many unbalance unity of topic in the lesson with the content of the topic, Like the explanation does not represent the topic and it is not begun by appropriate conversation with the material that will be explained.

As the most early lesson Intensive Course (IC) should become a base or foundation for the lessons in the next semester. Such when Intensive Course (IC) discusses about skill so the discussion in the class of next semester should be accordance.

In English department there are still structure lesson I and II which has to be joined in the next semesters.

In other situation in the phenomenon, there are also some lecturers who try to modify Intensive Course (IC) in order to make this class is as intensive as the name. and it is not because of the Intensive Course (IC) system but it is because of lecturers' self modification.

Although Richards (1984) explains Intensive Course (IC) clearly relate to the language curriculum organization arrangement like the focus of language structure, language function, topic, theme and so on, but in principal the language teaching of Intensive Course (IC) is directed to the effort of sharpening language skill. Thus, an approach used should also be interpreted as a guidance that is able to consider needed topics which is suitable with the student's needed known from the pre-test. The pre-test should become measurement to decide certain topics as the priority in the implementation of Intensive Course (IC) class.

The teaching of four skill should be arranged based on Bloomfiel's paradigm which tells that the foundation of language is speaking. Thus, we can arrange the sequence such as bellow:

- Speaking-listening
- Reading-speaking and listening
- Writing-presentation material

The using of English extremely connects to children's speaking skill as the learner. What teacher tells and how teacher tells will be adopted as the best way to

pronounce English. Because of that, teacher should learn speech sound well first and also be able to practice this speech sound well.

Speaking is a language sign that uses articulation or words to tell a certain meaning. Because speaking is one of the most effective communication forms, so the using of speaking is the widest and the most important. But speaking is only used by normal people, it will be different with the using of writing that is learnt specifically in individual. Hurlock (1978:176) states that speaking is mental-motoric skill. Speaking is not only involve the coordination of different tendon mechanisms, but also has meaning from the sound produced.

E. Achievements

The term learning achievement consists of two syllables, namely achievement and learning. The term achievements in popular Scientific Dictionaries define as the results that have been achieved. Noehi Nasution (1998:4) concluded that learning in a broad sense can be defined as a process that allows the onset or of changing a behavior as a result of the formation of the primary response, provided that the change or the emergence of the new behavior is not caused by the presence of maturity or by temporary changes because of it. As for the definition of learning outcomes or learning achievements according to the Muhibbin Shah, is "the extent of the success of pupils or students in learning material in the schools or boarding schools that are expressed in the form of score obtained from the results of tests on a number of specific subject matter "(Shah, 2007). In the great dictionary of Indonesian Language, expressed that the definition of the learning

achievement is "a mastery of the knowledge or skills that are developed by the subjects, usually indicated by the value of the tests or the number value is given by teacher ".

Based on the description it can be concluded that learning achievement is the level of success achieved from an activity or business that can give the emotional satisfaction, and can be measured with a specific tool or test. The learning achievements is basically the end result of which is expected to be achieved after one learns.

Achievements of study in school greatly influenced by our common ability measured by IQ, a high IQ could predict the success of learning achievements. However, in some cases, a high IQ turns out does not guarantee a person's success in learning and living community. IQ is not the only determinants of success of learning achievements. There are other factors that influenced the development of the learning achievement namely the internal factors and external factors. Internal factors namely the factors derived from in a person who can affect the achievement of their learning. Among them are the intelligence, aptitude, interests, motivations. As for external factors, namely the factors that can affect a person's learning achievements which is coming from outside one's self, which is the State of the family environment, the State of the school environment and the State of the environment the community.¹⁸

¹⁸ Wahab, Rohmalina. *Psikologi Belajar* (Jakarta: Rajawali Pers, 2015), 248

E. Previous Studies

Many studies have been conducted to explore the motivation through achievement on some different subjects and areas also amount of researches have finished in study about intrinsic and extrinsic motivation especially in Intensive Course achievement. This review is a substantiation the importance to do research in this field.

Previous study conducted by Chan Chie Yuet (2008) *The Relationship between Motivation and Achievement in Foreign Language Learning in a Sixth Form College in Hong Kong*. In this study she examined about motivation and achievement. And showed relationship between motivation and achievement in learning English in a sixth form college in Hong Kong. The methodological dimensions of the investigation were two fold. First, by means of questionnaires distributed to 33 Advanced-level students, Their motivation intensity and orientations in learning English were explored. To analyze data, she applied *Pearson Product Moment Correlation* to examine the students' motivation components and their English grades both in the Hong Kong Certificate of Education Examination and the Hong Kong Advanced Level Examination. Through the account of their English learning experience, the relationship between motivational factors and academic achievement in foreign language learning was investigated. The findings indicated that there was a *positive relationship between motivation and achievement* among this sample of Hong Kong Advanced-level students in this sixth form college. The results also indicated that all the high, average and low achievers had strong extrinsic motivation, but this did not have any

significant correlation with students' English attainment. Instead, it was intrinsic motivation that had a positive correlation with students' English grades. In this sample, intrinsic and extrinsic motives did not inhibit each other as they had no significant correlation.

Another study by FengXia Wang (2008) entitled by *Motivation and English Achievement: An Exploratory and Confirmatory Factor Analysis of New Measure for Chinese Students of English Learning* also helps the writer to know deep about the study of motivation and achievement. This research conducted in order to (1) construct a scale of English learning motivation in a particular Chinese context, the *intrinsic/extrinsic motivation scale of English learning (I/EMSEL)* and (2) explore the relationship between intrinsic motivation, extrinsic motivation and English achievement. The *I/EMSEL* scale was administered to two samples of first-year non-English-majors. Pearson correlations and multiple regressions were then performed between different kinds of motivation and English achievement. Results indicated that autonomous extrinsic motivation correlated positively with intrinsic motivation and achievement, while controlled extrinsic motivation correlated negatively with them. In this study, there were two samples in the survey. The size of Sample 1 was 140 and participants were freshmen from several non- English majors (for example, educational technology, journalism, and education) at a comprehensive university in China. Males constituted about 45.6% of the sample with a total mean age of about 20. The participants in Sample 2 were 329 freshmen from the same university and they were randomly selected from several non-English-majors, such as mathematics, physics, education, computer science, Chinese literature, and art. The participants were about equal numbers of men and women between the ages of 18 and 20 years. The researcher

used questionnaire. Most items of the scale were written based on the *constructs proposed* in SDT and SLA motivation. The questionnaire, consisting of 24 five-point Likert scale items, was developed and group administered to two samples, Sample 1 for exploratory factor analysis and Sample 2 for confirmatory factor analysis. The mark on the final English examination of the semester was used as an indication of English achievement.

Yang, Y. and Mukherjee, D. in their research with the title *The Correlation between English Learning Motivation and Achievement in Three Chinese Junior Middle Schools* find out that there is *positive correlation* between students' English learning motivation and students' achievement. The sample was taken from three classes of students selected from first grade junior middle school. Data were collected from the motivation questionnaires administered to students and also interviews with their English teacher to collect their average English grade, which indicated their English achievement.

The differences between this research and their research were the location, time and also sample of the study. The researcher was conducted this research in IAIN Kediri. The sample of this research was the English Education Department students, and the number of students to be selected 100 students. The researcher gathered the data by using a questionnaire that consists of 24 questions. The questionnaire was adopted from previous study put from AMS (Academic Motivation Scale).