AN ANALYISIS OF THE RELATIONSHIPS AMONG RELIGIOUSITY, MOTIVATION, AND ENGLISH COMPETENCE OF THE STUDENTS OF ENGLISH STUDY PROGRAM, FACULTY OF TEACHER TRAINING AND EDUCATION, SRIWIJAYA UNIVERISTY

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Abstract

This study is aimed at finding out the religiousity level, English learning motivation, and English competency of the students of English Education Study Program, Faculty of Teacher Training and Education, Sriwijaya University as well as relationships among the three variables. This is a descriptive and correlational study in which the findings aree statistically described and correlated. It is found that the students' level of religiousity is high. The students' level of learning motivation is also high. The students' English competency is 45.7 % is in Low Intermediate category, 24.9 % was in Elementary category, 19.9 % was in High Intermediate category, and 9.8% was in Advanced category. There is a signficant relationship between religiousity and learning motivation. However, there is no significant relationship between religiousity and English competency and there is no significant relationship between learning motivation and English competency either.

Keywords: Religiousity, learning motivation, English competency

1. Introduction

Education is a social institution which is established for transferring knowledge and values from generation to generation. Therefore, education has principles, methods and objectives. It can be specified that education is learning, knowledge, skill and habit of a group transferred from one generation to the next through teaching and training. As a social institution, education carried out objectives and programs. In applying the programs, It includes some components and has various dimensions. The human component consists of

educators, students, teachers and social environments. In education program, at least there are three dimensions such as planning, implementing, and evaluating. Those dimensions are meant to achieve the targets which have been set before. Several problems usually come up in managing the programs which might influence the intended quality.

PISA (2009) categorised Indonesian students' learning score below the average score set by the Organization of Economic Cooperation and Development (OECD) which ranked 57th out of 65 countries. Indonesia was on the 61st on mathematics and 60th on science. Furthermore, based on the Human Development Index of UNESCO in 2011, Indonesian's rank was on the 124th out of 187 countries which was below other ASEAN countries such as Singapore (26th), Brunei Darussalam (33th), Malaysia (61st), Thailand (103rd) and Philippines (112nd).

The globalization has also brought changes in any fields. This has caused many concerns in the field of education particularly in the awareness of technology mastery as well as information technology. In addition, the volume of science & technology and information which must be accessed and mastered have also highly increased. Some tendencies come up as the result of the changing itself. According to Nata (2012:2) those are possibly a challenge and a chance for education.

For Indonesians, education is the main concern to create an intelligent and skillful generation which has a strong diversity concept and excellence in science & technology and fervent in faith. Article 1 section 1 of national education system no 20/ 2003, cited in Tyas (2012 : 14)

".. education is conscious and deliberate efforts to create a teaching and learning process atmosphere so that the students can actively develop their own potentials used to have a spiritual power of religion, a self-control, intelligences, a noble character and skills which are necessary for themselves, society, nation and state. "

Moreover, Sujarwo & Mulyadi (2008 : 2) said that making a conducive environment in order to gain an optimal learning process in developing students self-potential is the central activity to empower and train the students to be independent in using their skills and knowledge. They further state

" The purpose of education is to generally make an environment which enables students to expand their talents and skills optimally so that they are able to actualize themselves and can fully function agree with their personal and people necessities. Every people has different talents and abilities, therefore it needs variant education treatments. One of the possibilities to elaborate talents and abilities for the students is a learning activity.

International bereau of education (UNESCO–IBE) in a report entitles *Learning The Treasure Within* in 1996 put four education pillars on the 3rd millennium namely learning (how to) to know, learning how to act, learning how to live together (other people) and learning how to become (a good person) Gundara (2011:295).

The transformation in many fields always associates education in a broad defenition. Alex Inkles and David Smith research cited in Budiman (1996 : 35) they conclude that education is the most efective way to change human. Furthermore, they state the impact of education is three times more powerful than other efforts.

To achieve success in education programs, it needs many settlements from many components and dimensions. One of them which can improve the quality of learning outcomes is the ability to indentify the students' socio-cultural background, intelligence, orientation and including level of religiosity and learning motivation. This research will identify the correlation among religiosity, motivation in learning English and English competence of the students.

The objectives of this study are (1) to find out the religiousity level of the students of English Education Study Program, (2) to find out the English

learning motivation of the students of Enetenceglish Education Study Program, (3) to find out the English Competence of the students of English Education Study Program, (4) to find out the relationships among religiousity, English learning motivation, and English competence of the students of English Education Study.

2. Theoretical Background

The concept and defenition of religiousity

To reach the objectives of learning process, religiosity or faith is regarded as one of the stimulating factors in seeking knowledge including teaching and learning process. It is a fact that one of the factors influencing students learning outcomes is conducive atmosphere implemented as learning environment. The conducive atmosphere is related to how the lecturers motivate and explain the students how the religious obligations take a role in study. Lecturers as the facilitators are humane components in teaching and learning which used to create professional human resources (Rustopo dan Sutrisno, 1993 : 193)

Students' religiosity is part of personality which is very essential. Any kind of attitude and behavior will be influenced by the level of the students' religiosity. This has impacts toward learning motivation because religion (Islam) gives a strong encouragement for every moslem to study as expressed in Quran by questioning reciprocally whether people who know and who don't are the same. Afterwards, In Quran it is stated that God will elevate the degree of the believers and knowledgeable. Hadith of prophet Muhammad (Pbuh) stated that learning is obligations for every moslem either for male or female. On one side, religion extends a motivation to learn and on the side of the learner, it can improve their faith because they testify verses of Quran.

Learners have various levels of religiosity and motivation which could define them differently from other learners. Therefore, Identifying learners' religiosity and motivation could be the reason to create better teaching and

learning environments. The information of learners' religiosity and motivation could enact the learners to be more aware of the diversity among them which means the educators will more concern, care and look for the appropiate strategies which possibly fit with the students' level of religiosity and motivation.

Religiosity is a psychology construct because it is an abstract concept and functions as a variable of research, it needs to be operationally described by showing indicators. These are observable and measurable. Religiosity is an abstract word noun which is rooted from word religion in English. Yetti quoted from dictionary, it defines that *religio* is from Latin *relego* which means recheck and contemplating the conscience.

Motivation in teaching and learning English

Motivation is a individual desire which leads to an action or a behavior. Brown (1987 : 114) interprets that "Motivation is commonly thought of as an inner drive, impulse, or desire that moves one to a particular action." This impulse is reactions to fill some necessity and to fullfill those needs a individu will do actions. In Brown's opinion, "… human beings… have needs or drives that are more or less innate, yet their intensity is environmentally conditioned" (Brown, 1987: 114).

Finnocchiaro quoted by Larsen-Freeman (2000) emphasize that in teaching process, the educators should keep the learners' motivation. Further, the teachers must, raise and increase learners' motivation. Only with high motivations a success of learning will be optimal. Lightbown & Spada (1999: 39) stated some researchs show that positive attitudes and motivations correlate with foriegn language learning success. Directing students' attention to lessons including the material and teaching and learning activities become very important obligations for teachers.

As well as making efforts to let the students have positive attitudes and motivations in learning, this effort is part of the role of teachers and other environment. Lightbown & Spada (1999: 39) stated directing the learners to have internal motivation will be more useful than giving external motivation in learning foreign languages. Sullo (2007) also stated internal control psychology

as known as internal motivations will give big impacts rather than external factors. Eventhough external motivations appearing from lure of rewards or punishments give some impacts, it doesn't make those behaviors last longer; it will hold off as long as the rewards or punishments exist. Brown (2001:76) additionally stated negative effects of giving rewards are addictive. Only with rewards either things or scores, learners will do something or study. Otherwise, when it is no longer they don't need to make assignments anymore.

English Competence

Students' English competence is obtained by giving TOEFL like test. TOEFL like test is English language test in which the questions are similar to TOEFL. This test consists of three sections namely section 1 (Listening) tests the comprehension of various spoken English. The first section is divided into three parts which are Part A, B and C. Part A consists of 30 questions for 30 short dialogues. Part B consists of 8 questions for 8 long dialogues. Part C consists of questions for 3 monologs or talks. Section 2 (Structure) tests the understanding competence of English grammar which consist of 40 completing sentence question. Grammar is tested starting from simple to complex sentences. The tested grammar is grammar implemented to communicate either written or spoken. Section 3 (Reading) tests reading competence. This part consists of 50 questions for 5 or 6 distinct texts. It tests how far someone comprehends about English texts and English vocabulary mastery.

3. Method

This is a descriptive study in which the charateristics of the students of English Education Study Program are described. The charateristics are the students' religiousity, learning motivation, and English competence. A corelational analyis was used to find the relationships among the religiousity, motivation, and English competence. The sample of this study was the 2nd, 4th, and 6th

semester students of the English Educatation Study Program, Faculty of Teacher Training and Education, Sriwijaya University consisting of 221 students. The data for religiousity and learning motivation were collected through religiousity and learning motivation ready-made questionaires. TOEFL prediction was given to find the students' current English competence.

4. Result and Discussion
## Students' Religiousity

The students can be categorised as religious since almost 95% of the students have high religiousity level. There is only one student (5.5 %) who has medium regiousity level. There are no students who have low religiousity level. The students' religiosity on the questionnaire ranged from a minimum of 36 to a maximum of 100 with the mean of 90.46 and a standard deviation of 6.450.

Table 1

Students' Religiousity Level

No	Specification	Data	
1	Total Items	25	
2	Respondents	221	
3	Respondent's Highest Score	100	
4	Respondent's Lowest Score	36	
5	5 Respondent's Highest Score	96 97, 98, 99, dan 100	
6	5 Respondent's Lowest Score	36, 72, 77, 78, dan 79	
7	Respondent's Average Score	**90**	
8	Respondent's Mode Score	91	
9	Respondent's Median Score	89	
10	Respondent's Range Score	64	
11	Respondent's Standard Deviation Score	6.450	
12	Respondent's Highest Score	186 responden (78,7%)	Score 86 – 100
13	Respondent's High Score	34 responden (15.8%)	Score 70 – 85
14	Respondent's Medium Score	1 responden (5.5%)	Score 54 – 69
15	Respondent's Low Score	0 responden (0%)	Score 37 – 53
16	Respondent's Very Low Score	0 responden (0%)	Score 20 – 36

Table 2

Religiousity Distribution

Score Interval	Category	Frequency	Percentage
86 – 100	Very High	186	78,7%
70 – 85	High	34	15.8%
54 – 69	Medium	1	5.5%
37 – 53	Low	0	0%
20 – 36	Very Low	0	0%
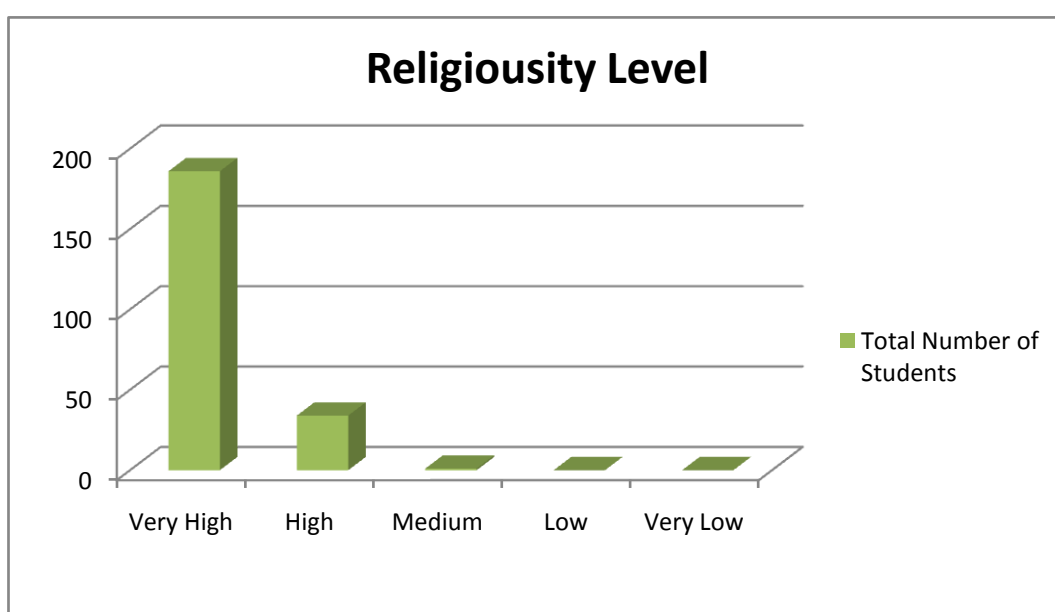
Students' Learning Motivation

The students can be categorised as highly motivated since more than 80% of the students have high motivation level. There are 8 students (4.1 %) who have low motivation. the students' motivation on the questionnaire ranged from a minimum of 11 to a maximum of 124 with the mean of 103.64 and a standard deviation of 13.169.
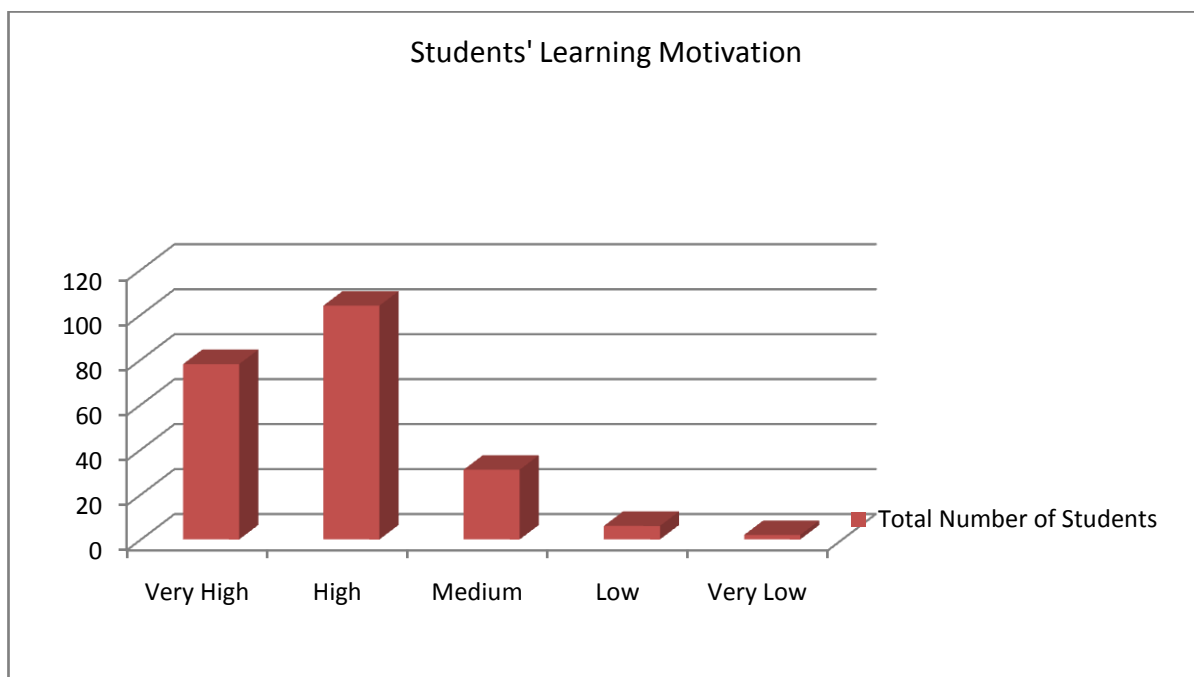
Table 3
Students' Learning Motivation Level

No	Specification	Data	
1	Total Items	25	
2	Respondent	221	
3	Respondent's Highest Score	124	
4	Respondent's Lowest Score	11	
5	5 Respondent's Highest Score	120, 121, 122, 123, and 124	
6	5 Respondent's Lowest Score	11, 35, 67, 68, and 76	
7	Respondent's Average Score	**103**	
8	Respondent's Mode Score	105	
9	Respondent's Median Score	112	
10	Respondent's Range Score	113	
11	Respondent's Standard Deviation Score	13.169	
12	Respondent's Highest Score	78 respondents (32,6%)	Score 110 – 125
13	Respondent's High Score	104 respondents (47%)	Score 95 – 109
14	Respondent's Medium Score	31 respondents (16,3%)	Score 80 – 94
15	Respondent's Low Score	6 respondents (2.7%)	Score 65 – 79
16	Respondent's Very Low Score	2 respondents (1.4%)	Score < 50 – 64

Table 4
Motivation Distribution

Score Interval	Category	Frequency	Persentage
110 – 125	Very High	78	32.6 %
95 – 109	High	104	47 %
80 – 94	Medium	31	16.3 %
65 – 79	Low	6	2.7 %
< 50 – 64	Very Low	2	1.4

The Students' English Competence

As shown in table 2, there were 18 or 9.5% students whose score were 525 – 677 (Advanced), 47 or 19.9% students whose score were 480 - 520 (High Intermediate), 101 or 45.7 % students whose score were 420 - 480 (Low Intermediate) and 55 or 24.9% students whose score were 310 - 420 (Elementary). It was found that the students' lowest TOEFL score was 313 and the highest score was 593 with the mean of 453.72 and a standard deviation of 49.103 as shown in table 1.

Table 5
The Score Distribution of the Students' TOEFL Score (N=221)

Score Interval	Category	Description	Frequency	Percentage
525 – 677	*Advanced*	Has fully operational command of the language: appropriate, accurate and fluent with complete understanding.	18	9.5 %
480 – 520	*High Intermediate*	Has operational command of the language, though with occasional inaccuracies, inappropriacies and	47	19.9 %

		misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.		
420 – 480	*Low Intermediate*	Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.	101	45.7 %
310 – 420	*Elementary*	Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.	55	24.9 %
Total			221	100%

(Carson, et al., 1990)

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Students' English Competence (TOEFL)
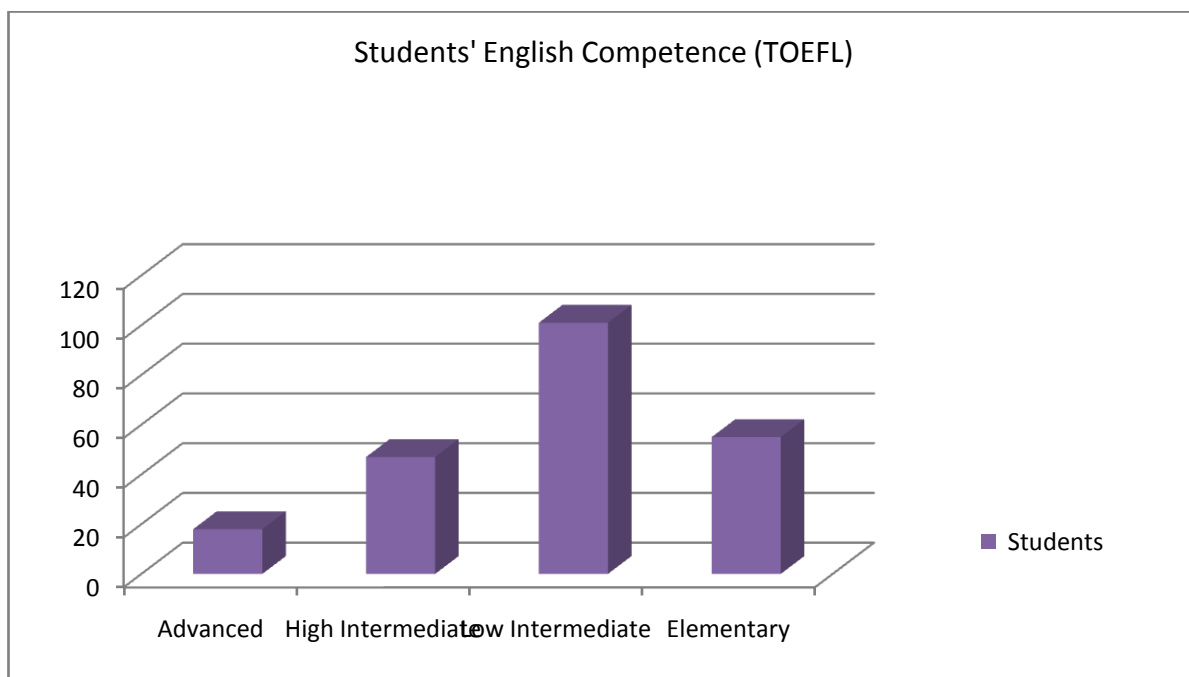
As shown in Figure above, most of the students' TOEFL score was low intermediate. The total number of students who obtained this level was 101. Meanwhile the least number was advanced. There were only 18 students in this level. It can be assumed that most of the students' English competence were not required yet for English study program level.

Relationships among the Three Variables

Table 6
Relationships among Religiousity, Learning Motivation, and English Competence

Variables	Religiosity	Motivation	English competence
Religiosity *P* (value) < 0.05 Sig (2-tailed)	1	.171* .011	-.067 .321
Motivation *P* (value) < 0.05 Sig (2-tailed)	.171* .011	1	.059 .381
English competence *P* (value) < 0.05 Sig (2-tailed)	-.067 .321	.059 .381	1

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

A correlation was considered to be significant if the r-obtained was higher than r-table (r-obtained > r-table) which was based on the total of the sample and *p value* (probcompetence) was lower than 0.05 ($p < 0.05$). The correlation result showed that there was one significant correlation among religiosity, motivation and English competence. It was between religiosity and motivation with r-obtained (.171) > r-table (.131) and *p value* (.011 < 0.05) furthermore the correlation index number was not given minus (-) symbol which means the direction of the correlation was positive (the same direction). On the other hand, there was no significant correlation between religiosity and English competence with r- obtained (-.067) < r- table (.131) and *p value* (.321 > 0.05) and the correlation index number was negative (opposite direction). Last, there was no significant correlation between motivation and English competence with r-obtained (0.59) < r-table (1.31) and *p value* (3.81 > 0.05) with positive correlation index number.

5. Conclusion and Remark

Three conclusions are drawn in this study. First, the students' English competence level is mostly categorised low intermediate. Second, in general, the students' motivation and religiousity were categorized very high. Third, there is only one significant correlation among the students' English competence, motivation and religiousity. It is the correlation between students religiuosity and motivation based on the degree of correlation coefficient. However, there is an insignificant correlation between English competence and motivation. There is also no correlation between English competence and religiousity. It can be assumed that the students' motivation in learning English is influenced by their level of religiousity, on the other hand, English competence level is not influeced by students' motivation and religiuosity. It may be determined by learning styles, habit, TOEFL strategies and background knowledge.

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