Motivation, Academic Dishonesty, and English Achievement of Senior High School Student in Palembang: Is There Any Correlation?

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Abstract: This study was aimed at finding out the correlation between students' motivation and English achievement, academic dishonesty and English achievement, motivation in learning English and academic dishonesty, the correlation between two predictor variables (students' motivation and academic dishonesty) and the criterion variable (English achievement), and the contribution between two predictor variables and the criterion variable. More than seven hundred eleventh and twelfth grade of senior high schools students in Palembang were chosen as the sample using stratified random sampling technique. The students were asked to respond to two questionnaires (motivation and academic dishonesty questionnaires) and to answer an English achievement test. Pearson product moment coefficient correlation analysis and regression analysis were used to analyze the data. The results showed that, first, the students' motivation in learning English was significantly correlated to their English achievement. Second, there was no significant correlation between academic dishonesty and English achievement. Third, there was no significant correlation between students' motivation in learning English and academic dishonesty. Forth, there was a significant correlation between two predictor variables (students' motivation and academic dishonesty) and the criterion variable (English achievement). Finally, there was 8.8% contribution of predictor variables toward English achievement.

1 INTRODUCTION

English has become a lingua franca of the world in this 21st century. Harmer (2007, p. 20) states that the reality of a lingua franca has caused some people who do not share the same language and for whom English is not their mother tongue become very interested in what actually happens when it is used as a global language. In other words, English attracts nonnative speakers of English around the world to learn it. They become interested in mastering English because it can help them communicate with global community. Realizing this need, Indonesian education has long made English as a compulsory subject in the curricula. In particular, Kemendikbud (2014) has put English in group A of obligatory subject for secondary school students as stated in 2013 curriculum. Thus, the objective of learning English in Indonesia is to develop students' skills in English in order to communicate well using English to reach specific literacy when they graduate from the schools.

Unfortunately, in the international measures, such as the Education First English Proficiency Index (EF EPI), in 2016 Indonesia was in the 32nd rank from 72 countries. Meanwhile, Malaysia is in 12th rank, Singapore is in 6th rank, Philippine is in 13th rank and Vietnam is in 31st rank. It shows that Indonesia is still left behind from its neighbouring countries. Besides, Indonesian is almost categorized as the low proficiency country. In regional and local context, it was found that senior high school students' English achievement in Pekanbaru, Riau province was still in the medium low level (Handriana, Ismail, & Mahdum, 2013). Similarly, it was also reported that there were 384 of 7,811 senior high school students failed in English national examination in South Sumatera (Kemdikbud, 2014). This phenomenon might be related to the motivation that students had or other related variable such as academic integrity.

Motivation is an energy that makes people do something. Harmer (2007, p. 98) points out that motivation is a strong desire that triggers somebody to act on for the sake of accomplishing something. Al-

Othman and Shuqair (2013, p. 123) state, "Motivated learners are enthusiastic, eager to work hard, concentrate on the tasks given, do not require constant encouragement, willingly confront challenges, and could even motivates others, facilitating collaborative learning." In similar view, Jordan (2001) asserts that students are likely to cheat when they are only concerned with good grades but are unwilling to do their best effort in learning, whereas students who are motivated to get knowledge and are interested in doing their best efforts are not likely to cheat. It means that the students who have higher motivation rarely cheat their friends' answers. Similarly, Smith, Davy, Rosenberg, and Haight (2017) reported a study they did to 1,747 students of three accredited business schools. They found that motivation is positively correlated with academic performance, while lack of motivation is positively correlated with prior cheating. Furthermore, Choosri and Intharaksa (2011) found that motivation is positively related to students' achievement in learning English. Motivation affects students to study English for their further education and future career. It affects the students to gain knowledge in English so that they can achieve their main goals to be successful in pursuing their future. Meanwhile, Khan (2015) found that the majority of students in Saudi Arabia are less motivated, in which it gives impacts on their low achievement in learning English. Similarly, Hadriana, Ismail, and Mahdum (2013) found that the level of motivation in senior high schools' students in Pekanbaru, Indonesia is merely at moderate level. This does not help the students much in increasing their English proficiency.

Another factor is academic integrity. Academic integrity is related to someone's moral in dealing with academic matters whether he or she is academically honest or dishonest. Of the two, academic dishonesty is assumed to give negative effects on student learning. Academic dishonesty refers to the dishonest behavior that happens during acquiring knowledge. Academic dishonesty happens when academic integrity is betrayed by things that are dishonest in doing something. Colnerud and Rosander (2008) state that academic dishonesty is a classic issue but the trend changes as technology develops. Sorgo, Vavdi, Cigler, and Kralj (2015) state that academic dishonesty is a common term for any academic misconduct such as cheating in an exam, copying or falsifying one's work, or admitting one's work as his or hers. Dodeen (2012) states that cheating violates good moral values and attitudes taught at schools. It could become a sign of school weakness in providing equal opportunity for all students to learn.

There are many kinds of academic dishonesty, but this paper focuses on academic dishonesty related to cheating behaviour. Rahimi and Goli (2016) reported that the most commonly committed academic dishonesty is cheating in doing assignment and taking examination. Cheating is usually done by students to get something more than they can effort and becomes a serious problem in many countries in the world. Batool, Abbas and Naeemi (2011, p. 246) state, "Cheating has always been a problem in academic settings, and with advances in technology such as cell phones, and more pressure for students to score well so that they get into top rated universities, cheating has become an epidemic". Shipley (2016) found that the level of self-reported cheating on an assignment or a test was nearly 50 % in college students in Nebraska. Therefore, cheating has become usual thing to do when the students are having examinations, tests and exercises in the school.

In Indonesia, cheating also becomes a serious problem. Fredrika and Prasetyawati (2013) showed that academic dishonesty had occurred among the 6th grader in Indonesia. It is also proved from integrity measurement done by the Minister of Education and Culture in Indonesia. They found the grievous fact from the result of National Examination in 2015 that more than 60% schools in Indonesia have low integrity. It can be implied that dishonesty in doing National Examination in 2015 is still high. Those are contradictory with the spirit of Curriculum 2013 where affective factors such as confidence, courtesy, curiosity, care, responsibility, discipline and honesty become the core values. This study is related to one of the values that students should have, that is honesty. Therefore this study aims at finding out whether or not there is any significant correlation between (1) motivation and English achievement of senior high schools students in Palembang, (2) academic dishonesty and English achievement of senior high schools students in Palembang, (3) motivation and academic dishonesty of senior high schools students in Palembang, (4) two predictor variables (students' motivation and academic dishonesty) and the criterion variable (English achievement), and (5) whether or not there is any contribution between two predictor variables (students' motivation and academic dishonesty) and the criterion variable (English achievement).

2 RESEARCH METHOD

This study applied correlational design. Fifteen senior high schools (6 public schools and 9 private schools)

were randomly selected from 88 accredited senior high schools; 24 state senior high schools and 64 private senior high schools in Palembang, South Sumatera. There were 765 of Year 11 and Year 12 students out of 5,544 were taken as the sample of this study. The data were collected using an English achievement test and questionnaires. The test consisted of 50 questions. Before the test was administered, expert judgment from two validators to check the level of appropriateness of the test was done. The results showed that the test was appropriate to be used. In addition, trying out the test to 56 non-sample students of Year 11 and Year 12 of private senior high school was also conducted. The result of validity of the test showed that there were 50 out of 70 test items that were valid and appropriate to be used. Since r-obtained was higher than *t-table* (0.279). Therefore, 50 valid items were valid to be used and the Cronbach's alpha was 0.938 (at least 0.70 or more preferable, Fraenkel & Wallen, 2012).

Two questionnaires were used. The first quest-ionnaire, Students' Motivation in Learning English Questionnaire, was a ready-made questionnaire (Wang, 2008). Each item had the validity >.45. Hair, Black, Babin, and Anderson (2010, p.117) assert that factor loadings of 0.30 to 0.4 are considered minimally acceptable. The Cronbach alpha was 0.80. The second questionnaire was about Academic Dishonesty (developed by Simic, Sasic, & Klarin, 2009 and modified by Sorgo et. al., 2015) consisted of 39 items. Each item had >.30 validity and 0.70 Cronbach's alpha.

The obtained data were analyzed quantitatively using the Pearson Product Moment Correlation coefficient analysis and the Regression analysis. The former was used to see the correlation of each variable while the latter was used to find out the correlations among the three variables and their contribution. The three variables were treated as different variables. Besides, Method of Successive Interval (MSI) was applied in order to convert ordinal data to interval data.

3 RESULTS AND DISCUSSIONS

Data analysis results revealed that mostly students had high level of motivation in learning English. The total number of the students in this category was 575 (75.16%) out of 765. Meanwhile, 178 (23.27%) students were on high category, and only 12 (1.57%) students were on low category level. Table 1 shows the results of students' motivation questionnaire in learning English.

Table 1: Results of motivation questionnaire in learning english.

Motivation Category	N	% of total N
High	178	23.27%
Moderate	575	75.16%
Low	12	1.57%
Total	765	

Further details about motivation aspects in learning English are shown in Table 2

Table 2: Descriptive statistics of aspects of motivation questionnaire.

Motivation Aspects	Indicators	Mean	Std. Deviation
Intrinsic Motivation	Motivation for knowledge	33.89	9.96
	Motivation to challenge	34.91	9.50
Extrinsic Motivation	Internal fulfilment regulation	36.48	9.32
	External utility regulation	27.86	10.13

The highest mean score among the aspects was internal fulfilment regulation in extrinsic motivation (36.48) and the standard deviation was 9.32. The second highest mean score was motivation to challenge in intrinsic motivation (34.91) and the standard deviation was 9.50. The mean score of students' motivation for knowledge in intrinsic motivation was 33.89 and its standard deviation was 9.96. The last, external utility regulation was 27.86 for the mean score with standard deviation (10.13). Table 3 below presents the results of academic dishonesty questionnaire.

Table 3: Results of academic dishonesty questionnaire.

Academic Dishonesty Category	N	% of total N
High	3	0.39 %
Moderate	265	34.64%
Low	497	64.97%
Total	765	

As shown in Table 3 above, 497 (64.97%) out of 765 students were in low level of academic dishonesty. Meanwhile, there are 265 (34.64 %) students were on

moderate category level of academic dishonesty, and only 3 (0.39%) students were in high category level of academic dishonesty. The results of English achievement test are shown in Table 4 below.

Table 4: Results of english achievement test.

KKM	Interval	Predicate	N	% of total N
75	A= 93-100	Very Good	0	0 %
	B= 84-92	Good	1	0.13 %
	C= 75-83	Sufficient	9	1.18 %
	D= <75	Poor	755	98.69 %
		Total	765	

Based on Table 4 above, 755 (98.69%) out of 765 students had poor predicate in English achievement. Meanwhile, 9 (1.18%) students were on sufficient predicate in English achievement, and only one student (0.13%) was on good predicate in English achievement. None of them was on very good predicate in English achievement.

There are three considerations in using Pearson product moment coefficient correlation. First, the variables should be in interval/ ratio data. Second, the data should be in normal distribution and another is the total number of the sample should be at least 30 people as samples in a research. The data had been in interval data because the questionnaires data had been converted by using MSI (Method of Successive Interval) and the total number of sample was 765 students. Finally, the normality of each instrument should be fulfilled. The normality of motivation questionnaire was the result of Kolmogorov-Smirnov test shows that p-value is 0.200.

Because the p-value (0.200) is higher than 0.05, the data set has the normal distribution. The normality of academic dishonesty questionnaire was the result of Kolmogorov-Smirnov test shows that p-value is 0.072. Because the p-value (0.072) is higher than 0.05, the data set has the normal distribution. Besides, the normality of English achievement test was also the result of Kolmogorov-Smirnov test shows that p-value is 0.000. Because the p-value (0.000) is lower than 0.05, the data set does not have the normal distribution, but Gani and Amalia (2015) state that if the data does not have the normal distribution, central limit theorem can be applied. In central limit theorem, if the sample data is in large group (n $\geq$ 30),data has been considered as normal distribution. Therefore, the three instruments have the normal distribution.

Table 5 : Correlation between students" motivation and english achievement.

Variables		R (Pearson Correlation)	F (Sig 2 – tailed) F < 0.05
Motivation	English Achievement	.297	.000

As shown in Table 5, the result of correlation analysis showed that the correlation coefficient was .297 and the p-value was 0.000. It means that there was a slight correlation between students' academic dishonesty and English achievement of senior high schools students in Palembang. It was categorized into slight correlation because the range of correlation between 0.20 until 0.35. The correlation was a significant correlation because the p-value (0.000) was lower than 0.05. Therefore, there was a significant correlation between students' motivation and their English achievement of senior high schools students in Palembang.

Table 6: Correlation between academic dishonesty and english achievement.

Variables		R (Pearson Correlation)	F (Sig 2 – tailed) F < 0.05
Academic dishonesty	English achievement	-.039	.282

Referred to Table 6 above, the result of Pearson product moment correlation coefficient test showed that the p- value was 0.282. Because the p- value (0.282) was higher than 0.05, H_0 was accepted and H_1 was rejected. It means that there is no significant correlation between academic dishonesty and English achievement of senior high schools students in Palembang.

Table 7: Correlation between students' motivation and academic dishonesty.

Variables		R (Pearson Correlation)	F (Sig 2 – tailed) F < 0.05
Motivation	Academic dishonesty	-.056	.121

Referred to Table 7 above, the result of Pearson product moment correlation coefficient test showed that the p-value was 0.121. Because the p-value (0.121) was higher than 0.05, H_0 was accepted and H_1 was rejected. It means that there is no significant correlation between motivation and academic dishonesty of senior high schools students in Palembang.

Table 8: Correlation between predictor variables and the criterion variable.

Variables		R (Pearson Correlat-ion)	F (Sig 2 – tailed) F < 0.05
Pr\edictor Variables (Motivation and Academic Dishonesty)	Criterion Variable (English Achievem ent)	.297	.000

As shown in Table 8, the result of regression analysis shows that significant value (F value) is 0.000. Because significant value (sig. F= 0.000) is lower than 0.05, H_0 was rejected and H_1 was accepted. Therefore, there is a significant correlation between students" motivation, academic dishonesty, and English achievement of senior high schools students in Palembang. The correlation coefficient (0.297) was categorized into slight correlation because the range of correlation between 0.20 until 0.35.

Table 9: Regression Analysis: The Contribution between Predictor Variables and the Criterion Variable

Model	R	R Square	Std. Error of TheEsti mate	R Squar e Chan ge	Sig. F Change
1	.297a	.088	15.840	.088	.000

Based on Table 9 above, it was found that R square was 0.088 (sig F=0.000). It indicated that the predictor variables (Motivation and academic dishonesty) explained 8.8 % of the variability in students' English achievement. Stepwise regression was also applied in order to find out which one between motivation and academic dishonesty would influence more to English achievement of senior high school students. Table 20 shows the result of Stepwise regression between the predictor variables (Motivation and academic dishonesty) and the criterion variable (English Achievement).

Table10: The contribution of predictor variables towards the criterion variable

Mode l	R	R Square	Std. Error of The Estimate	R Square Change	Sig. F Chan ge
1	.297 a	.088	15.834	.088	.000

According to Table 10, the result showed that between the predictor variables (motivation and academic dishonesty), motivation became the factor that influence more in students' English achievement. Meanwhile, academic dishonesty was automatically deleted because it did not affect students' English achievement. Therefore, the contribution of motivation toward English achievement was 8.8 %.

Based on these findings, several points need to be discussed. Most of the students at senior high schools in Palembang had high motivation in learning English. The findings showed that more than half of the students (75.16%) were in moderate motivation category, 23.27% students were in high motivation category, and only 1.57% students who had low motivation in learning English. Thus, it can be concluded that the motivation of senior high school students in Palembang in learning English was in high motivation category. High level of motivation becomes people's potential to perform better in doing everything. Al-Othman and Shuqair (2013) state that motivation level of students will affect their willingness or desire to take part in the process of learning.

The rank means of each aspects of motivation indicated the further details. The mean score (36.48) of their extrinsic motivation in terms of internal regulation was the highest aspect. It seems that the external factor in accomplishing the rules from schools influenced the students in gaining knowledge in English. It is also supported by Vallerand (2004, p. 428) that when the students get motivated externally, they derive some kind of rewards that are external to the activity itself. Similarly, Wang (2008) says, "[internal fulfillment] regulation is an autonomous motivation which means that the individual has internalized the value and regulation of English learning".

The second highest mean score was motivation to challenge in intrinsic motivation (34.91). It can be implied that they treated English as a challenge that made them interested to learn. Wang (2008) asserts, "students prefer challenging tasks and hold positive attitudes toward English examination". The third was students' motivation for knowledge in intrinsic

motivation and the mean score was 33.89. It can be said that they learned English because they were curious and wanted to learn more and more. The last, external utility regulation was 27.86 for the mean score with standard deviation (10.13). It belongs to extrinsic motivation which comes from outside that influences somebody for example looking friends who can speak English around them makes them want to master it. Wang (2008) states, "Students with external utility regulation learn English mainly for the praise of the teacher, examination and graduation".

The result of academic dishonesty questionnaire shows that most of the students at senior high schools in Palembang was in low category in cheating. The finding shows that more than half of the students (58.82%) were in low cheating category and the rest (40.65%) was in moderate cheating category. Only 0.52 % students were on high cheating category. In relation to this, McCabe, Trevino, and Butterfield (2001) state that even the level of cheating was low, it exists; therefore schools should pay attention to academic dishonesty and set standards and means of academic integrity, and encourage students to care about it. Take for example the implementation of UNBK (*Ujian Nasional Berbasis Komputer*, Computer-based National Examination) that has recently been applied in Indonesia education. It brought positive impact to senior high schools students. UNBK puts students in the condition that cheating in the exam is impossible to do since they are limited by tools and time in doing the exam where questions displayed in each computer is not the same from one to the other. Besides, even though most of the students were on low cheating category, it cannot be neglected that many other students at senior high schools were still on moderate and high cheating category. Therefore, the roles of schools, teachers, and administration were important in applying honesty in teaching and learning process.

Moreover, the result of English achievement test showed that 755 (98.69%) out of 765 students had poor predicate in English achievement. Meanwhile, 9 students (1.18%) were on sufficient predicate in English achievement; and only one student (0.13%) was on good predicate in English achievement. None of them was in very good predicate in English achievement. Alrabai (2016) conveys that low achievement in English can be caused by many factors, namely: learner-related factors, such as motivation, attitudes, aptitude, autonomy, learning style, learning strategies and anxiety; instruction factors, such as teacher behaviour, practices; the curriculum and the teaching method factors; and other factors related to problems in educational system,

such as big classes, teachers lack of training, and outdated technology, etc. In addition, Biggs (2001) states that students who do not consider their learning style, learn slower than the students who are aware of their learning style. Besides, other factor which affects students' low achievement in English can also be from the time allocated for learning. Some schools set morning schedule, but some other schools allocated afternoon schedule. In line with this, Obeka (2016) confirms that the learning environment that was not effective and conducive affects the negative attitudes to English language subject and results poor achievement secondary school students.

The result of students' motivation questionnaire in learning English and English achievement had a significant correlation. Similarly, Ba-Udhan's study (2011) also found that students' motivation and learning outcomes in learning English was positively correlated. Moreover, Choosri and Intharaksa (2011), in their study of second-year vocational certificate level Hatyai Technical college students in Thailand also found that there was a significant positive correlation between motivation and English achievement. Similarly, Al-Othman and Shuqair (2013) found that motivation helps students improving their English language learning. Rahimi and Karkami (2015) also found that motivation and achievement were proven to be positively related and motivation had a direct significant effect on students' achievement, indicating that more motivated students are higher achiever in English classes. Besides, the result of motivation aspects showed significant correlation toward English achievement. Similarly, Wang (2008) found, in several non-English majors students in China, that aspects such as motivation for knowledge and motivation to challenge, of intrinsic motivation in particular, are correlated significantly with English achievement. In the same view, Smith, Davy, Rosenberg, and Haight (2017) found that both intrinsic and extrinsic motivation had significant positive relation with academic performance. Vallerand (2004, p. 428) points out that when students get motivated externally, they derive some kind of rewards that are external to the activity itself. It can be implied that motivation influences students' ability in learning English. It will push them to upgrade their skill in learning English. If their motivation is high, their desire to learn English is also high.

The result of academic dishonesty and English achievement did not have a significant correlation. It means that cheating did not influence students' English achievement. Although they cheated when they had examination, it did not guarantee that their

English achievement was high. Similarly, in their study Rahimi and Goli (2016) found that students who got lower score in English tended to cheat more in language classes and instances of their cheating varied from copying answers of an assignment, cooperating in cheating with the help of peers, to cheating in exams, but those did not guarantee that they got higher score when they cheated because it depended on whom they cheated on. It can be inferred that students should be more confident in taking exam and should not be tempted to commit cheating.

The result of students' motivation questionnaire and academic dishonesty questionnaire showed that there was no significant correlation between students' motivation and academic dishonesty. It means that although they have high motivation in learning English, it does not guarantee that they do not cheat, but students who have high motivation in learning English are usually more confident in taking examination. They usually prefer not to cheat. In line with this, Idrus, Asadi, and Mokhtar (2016) found that there was no significant relationship between academic dishonesty and intrinsic motivation. This implies that students who are highly motivated in learning English usually have low academic dishonesty and have high academic integrity. Thus, they commit less cheating behaviour.

The result of the analysis of the two predictor variables (motivation and academic dishonesty) and the criterion variable (English achievement) showed that there was a significant correlation between them. It means that students who had high motivation in learning English usually had low academic dishonesty and preferred not to cheat, but it does not guarantee that their English achievement will be high. In relation to this, Jordan (2001) claims, "students who are motivated and interested in getting good grades without deepening their knowledge of the subject matter or concepts are more likely to cheat, while learning-motivated students who follow rules and regularities, are more willing to attain knowledge, and are less likely to cheat". In other words, the students who had high motivation in learning would have good grades because they were usually well-prepared and ready to face the examination. In the same view, Idrus, Asadi, and Mokhtar (2016) admit, "Students who were intrinsically motivated in their personal development significantly committed less cheating behaviour". They usually try to achieve everything based on their own efforts. In addition, Smith, Davy, Rosenberg, and Haight (2017) assert that students who had lack of motivation or their a motivation was higher tend to cheat in order to get the higher score. In brief, the students who had high

motivation, followed rules and tried to gain knowledge seriously would not be tempted to cheat. Therefore, role of the school, administration and teachers were important in maintaining academic honesty at schools. In particular, teachers are undoubtedly responsible for what happens in the classroom during teaching and learning process. As pointed out by Hamer (2007, p. 108) that when teachers teach in the class, they are in charge of the students and lead them from the front in order to be qualified generations.

Finally, Regression analysis revealed that the contribution of predictor variables (motivation and academic dishonesty) toward English achievement was 8.8 %. Meanwhile, the result of Stepwise Regression analysis showed that motivation became the factor that influenced more in students' English achievement while academic dishonesty was automatically deleted because it did not affect students' English achievement. Therefore, the contribution of motivation toward English achievement was 8.8 %, leaving 91.2 % of unexplained factors. In line with this, Alrabai (2016) conveys that many variables could contribute to students' English achievement. In other words, variables such as learner-related issues, EFL instruction, and problem related to educational system could affect students' English achievement.

4 CONCLUSIONS

Based on the above results and discussion some conclusions can be drawn. First, the students' motivation was categorized as moderate level, but their English achievement was still in the poor category. The students' motivation in learning English was significantly correlated with their English achievement. Second, no significant correlation was found between academic dishonesty and English achievement. Third, no significant correlation was also found between students' motivation in learning English and academic dishonesty. Fourth, a significant correlation was found between two predictor variables (students' motivation and academic dishonesty) and the criterion variable (English achievement). Finally, there was 8.8% contribution of predictor variables toward English achievement.

Therefore, some suggestions are offered to both students and teachers of English. First, students who have moderate and low motivation in learning English should be more motivated in learning English since English is important for their future life in this

global era. Students who have low academic integrity and tend to commit academic dishonest behaviour in learning such as cheating during exam and copying classmates' work.. should change their behaviour from dishonest to honest since honesty is very important in gaining success of their lives. They should be more confident with themselves and always try to do their best in learning no matter how hard it is. As the proverb says "no gain no pain", it means that success will only be gained through hard work, not through dishonest behaviour. Second, teachers of English should always try to motivate their students to value honesty and have good integrity in learning English, no matter how difficult it is. It is expected that students are aware of the importance of being honest and have good integrity in learning English. If they are more confident in doing their best in learning, they will not be tempted to cheat.

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