The Influence of Learning Motivation towards English Learning Achievements of 11ᵀᴴ Grade Students at SMA n 3 Jambi City Academic Year 2017/2018

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Abstract

The objective of this study was to find out the influence of learning motivation towards English learning achievement. This study involved 269 students of eleventh grade, the sample was 40 students of eleventh grade science six at SMA N 3 Jambi City academic year 2017/2018 and taken by random sampling with lottery. There were two variables in this study, they were learning motivation and English learning achievement with 6 total indicators. The method of this study was survey method of quantitative research. Instrument used in this study was questionnaire and documentation. The research found that mean of students motivation from the questionnaire was valued 81,6 in good category. From the findings, it showed that there was no significant influence of learning motivation towards English learning achievement. Based on the analysis of data, the value of t_{count} is -0,052 < t_{table} 2,024 in significance 0,025 line 38 counted by *SPSS for Windows Version 16.*

Keywords: Learning motivation, English learning achievement

Introduction

Education is essential for our life, because education can build human resources in good quality. In globalization era, the development of education is much needed because new technologies are coming continuously. Education takes an important role to guarantee citizens life in a country, because education is a tool to develop and increase human resources' quality. The development of science and technology must be supported by good human resources in education line.

In the process of life, learning happens continuously. In the world of education, learning is symbolised as effort to change the worse become better, darkness into light and even sometimes it gives more than knowledge to someone's life. Thorndike in Uno (2008:11), theory about learning is interaction process between stimulus and response (they can be in form of mind, feeling or gesture). In addition, Thorndike says that behaviour can be something concrete or non-concrete. Wingkel in Nashar (2004:4) explains the definition of learning is mental activity in surroundings interaction, that provides changing in understanding , skill and moral value. Daryanto (2010:2) describes that learning is an effort process done by someone to get whole change in behaviour, as result from his own experience from interaction with the surroundings.

In the context of learning, Gagne in Pyhe (1997 : 2) provides a representative definition of learning

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that learning is a change in human disposition or capability, which can retained, and which is not simply ascribable tho the process of growth. The kind of change called learning exhibits itself as a change in behaviour, and the inference of learning is made by comparing what behaviour was possible before the individual was placed in a "learning situation" and what behaviour can be exhibited after such treatment. Another definition of learning also defined by Wittrock in Pyhe (1997 : 3) as follow : " the term we use to describe the process involved in changing through experience. It is the process of acquiring relatively permanent change in understanding, attitude, knowledge, information, ability, and skill through experience".

Efforts to make the education purpose can be accomplished if the students have good learning achievements. Learning achievements is used as basic standard of students ability to acquire the lesson, moreover as evaluation object for teachers in delivering lesson material so there will be increasing learning achievements from year to year. Learning achievements can be affected by many factors, in other hand factor which is very affecting students learning achievement is from the students itself. One of the factor is learning motivation to be successful.

Motivation to learn is astrong desire that arise in students to be able to understand,competently and absorb all the material submitted by teachers during the process of learning. Without the motivation of the individual student, the results of learning will not be achieved to the maximum.

Learning Motivation

Motivation gives strength to someone, that the person can do a real act to reach something. Students who has learning motivation can be seen from the characteristics and behaviour. According to Dimyati and Mudjiono in Suparman (2002 : 54) there are things that can affect learning motivation in students, like :

1. The ideals or students' aspiration.

The ideals or students' aspiration strengthen students' spirit to learn. Student who has current ideals will be pushed to do learning activity as an effort to reach the goal. The ideals happen for long time and even for life time.

2. Students' ability.

The ability in student is able to motivate student to do the development tasks. Student is motivated to reach the goal when student has sufficient skill.

3. Students' physical condition.

Students' condition that affect learning motivation is physical condition. Students who feel hungry, sick or in anger will disturb the learning concentration. Healthy, full and happy students will be easier to be focused on the material taught by the teacher.

4. Class condition.

Students as part of school citizen can be affected by the surrounding. The surrounding around the students, for instance natural environtment, living environtment, friend and social living. Uncomfortable surrounding can affect students' focus, like natural disaster, dirty living place, threat from firend, and fight with another student. Save, peaceful, correct

and beautiful surrounding can motivate students in learning.

5. Dinamic elements in learning.

Dinamic learning situation can change learning motivation. Student as individual who has feeling, attention, willingness, and mind can change based on the experience in the environtment.

6. Teachers' effort in teaching students.

Teachers' effort in teaching students at school are doing learning discipline, construct learning discipline, construct social intercourse, construct discipline at school environment. Beside that, individually in facing the students, teachers try to understand the students, give reinforcement, and teach to love learning.

Learning Achievement

Learning achievements in this research means the result of learning activity in one semester at school, in this case the researcher will take data from school report that was evaluated by the teachers. In other explanation which was quoted by Uno (2008 : 17), with learning achievement as change in capability (current ability) as result of learning, Jenkins and Unwin states that learning achievement is statement that is done by students as result of learning activity. Gagne in Uno (2008 : 17) also states that students who do something as learning achievement is result of current capability.

In learning, it is important to understand the factors that affect learning achievement. In this research, the factors below is also the indicators in the research questionnaire. Gagne

and Briggs in Nashar (2004), classified learning achievements into :

1. Intellectual Skill

Intellectual skill is ability to create individual competence. This ability is contrary to simple language skills such as composing sentences to advanced technical skills, such as engineering technology and scientific activities. Such skills include finding the strength of a bridge or predicting currency inflation.

2. Cognitive Strategy

Cognitive strategy is a skill that regulates learning behavior, remembering and thinking of a person. Example in this case is the ability to control behavior when reading is meant to learn and the internal methods used to derive the core of the problem. The capabilities that lie within this cognitive strategy are used by the learner in solving problems creatively.

3. Verbal Information

Verbal information is the ability obtained by the learner in the form of information or verbal knowledge. Learning generally has memory that has generally been used in the form of information, such as name, month, day, week, number, letter, city, country and so on. The verbal information learned in the learning situation is expected to be recalled after the learner completes the learning activities.

4. Motor Skill

Motor skills are the abilities associated with muscle and nerve flexibility, learner riding a bicycle, driving a car,

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fine writing are some examples that show motor skills. In fact, school education emphasizes more on intellectual functioning and often ignores motor skills, except for technical schools.

5. Attitudes

Attitude is a tendency to learn to choose something, every learner has an attitude toward various objects, people and situations. This attitude can be observed from the learner's reaction (positive or negative) to the object, person or situation at hand.

Research Methodology

Research design of this research was quantitative design with survey method. In this research, the researcher used questionnaire to get the data and also needed documentation to help the researcher do the research.This research was conducted at state senior high school in Jambi. Questionnaire that wasused in this research was enclosed questionnaire, which already provided the answer, so the respondents could choose the answer directly. The questionnaire consisted of 20 items, but 6 items were not valid, so there were only 14 items based on the indicators of learning motivation. For the documentation, the researcher used written statement that related to the purpose of the research, it was students' rapport in English subject in even semester academic year 2016/2017. English mark in students' rapport included whole scores and learning activities in that semester.Quantitative data obtained from the questionnaires were analyzed by using percentage formulation, to interpret the score for students' learning motivation level, the

researchers adopted the Respondent Achievement Level (RAL) designed by *Lubis (2011:87)* as shown in Table 1

Table 1 Criteria of Respondent Achievement Level

Criteria	Degree of Percentage
Very Good	100% - 90%
Good	89% - 80%
Enough	79% - 65%
Low	64% - 55%
Very Low	54% - 0%

The researcher used *T-Test* in *SPSS for Windows Version 16* to see if there was any influence of learning motivation towards English learning achievements.

Findings & Discussion

The data shown below gave the information about the learning motivation level and the influence towards the learning achievement. Based on the questionnaire spread by the researcher, the percentages and the category based on RAL is shown below in table 2.

Table 2 Questionnaire Items Percentages

NO	INDICATORS	ITEM NO	RESPONDENTS' ANSWER					%	CATEGORY
			5	4	3	2	1		
LEARNING MOTIVATION									
1	Ideals or students aspiration	1	12	21	5	2	0	81,5	Good
		2	26	11	2	0	1	90,5	Very Good
	Indicator's mean							86	Good
2	Students' ability	3	8	20	9	3	0	76,5	Enough
		4	18	14	8	0	0	85	Good
		5	10	19	10	1	0	79	Enough
	Indicator's mean							80,1	Good
	Students'	6	20	13	5	2	0	85,5	Good
	Indicator's mean							75,2	Enough
5	Dynamic elements in learning	10	13	20	6	1	0	82,5	Good
		11	19	15	5	1	0	86	Good
	Indicator's mean							84,2	Good
6	Teachers' effort in teaching students	12	6	23	8	1	2	75	Enough
		13	13	15	6	6	0	77,5	Enough
		14	16	16	6	2	0	83	Good
	Indicator's mean							78,5	Good
	Variable's mean							81,6	Good

The first indicator of learning motivation was ideals or students' aspiration. It was represented by question items number one and two. The percentage for question number one about happiness in learning at school was 81,5% in good category, it means that most of students felt happy during the learning activity at school. Question number two got 90,5% in very good category; it was about willingness to be successful person. From the percentage, the researcher knew that students wanted to be successful person in the future through learning at school. From both items which stated ideals or students' aspiration, it can be concluded that the ideals or students' aspiration was important for learning motivation from the indicator mean valued 86.

The second indicator of learning motivation was students' ability. It was represented by question number three about trying difficult question with 76,5% in enough category; it means that students in the class room tried to answer difficult questions continuously until they succeed. Question number four about students' ability in gaining success with 85% in good category, it means that students really sure with their own ability to be succeed in the future. Question number five about ability in learning with 79 % in enough category, it means that the students felt their ability in learning was mostly added. From three items mentioned, the conclusion is the students' ability quite affecting students' motivation from the indicator mean valued 80,1.

The third indicator of learning motivation was students' physical condition. It was represented by question number six about students' effort to get the left studying material if students cannot attend school because of sick with 85,5% in good category; it means that students' willingness to catch up the lesson is high. Question number seven about willingness to study even until late night with 85,5% in good category; it means that students' willingness is good. From both items mentioned, it can be concluded that students' physical condition is also had good role in learning motivation from the indicator mean valued 85,5.

The fourth indicator of learning motivation was class condition which represented by question eight about slogans in the class got 71% enough category means that slogans in the class gave motivation to students, almost all students were motivated by it. Question number nine about competition in the class got 79,5% in enough category means that some students quite felt motivated because the competition existed in the class. From questions number eight and nine, it means that the class condition indicator was enough to support the learning motivation seen from the indicator mean valued 75,25.

The fifth indicator of learning motivation was dynamic elements in learning. Question number ten about teacher's motivation that motivated students got 82,5% in good category means that more than half students in the class felt that teachers' motivation helped to motivate students. Question number eleven about chance given by family to express the learning got 86% in good category means most family gave support to students in learning. Both questions mean the dynamic elements were affecting students' learning motivation well seen from the indicator mean valued 84, 25.

The sixth indicator of learning motivation was teachers' effort in teaching students. Question number twelve until fourteen represented this indicator. Question number twelve about teacher's method in teaching was understood well by students, it was seen from 75% in enough category. Question thirteen about homework from teacher was helping students to learn better in significant number. 77,5% in enough category chosen by students. Question number fourteen about praise from teacher seemed highly motivated. 83% in good category means the teacher's praise

could satisfy students well. From the explanations, this indicator quite affected to increase students' motivation in learning seen from the indicator mean valued 78,5.

Table 3 Students' English Rapport Scores and Questionnaire Scores

NO	Subjects	Questionnaire Scores	Rapport Scores	NO	Subjects	Questionnaire Scores	Rapport Scores
1	SH	46	83,8	21	TAP	67	85,1
2	SN	57	88	22	QR	60	88,4
3	NDR	48	89,1	23	DJ	65	83,1
4	SAR	62	79,4	24	BTN	63	84,3
5	RPN	59	87,6	25	DS	60	83,3
12	RHD	54	84,6	32	GJB	52	88,4
13	YAM	62	90	33	MK	55	87,4
14	TCN	61	86,9	34	JASO	65	84
15	MFC	57	82,4	35	NMSP	48	80,5
16	NTU	60	90,2	36	RI	59	81,1
17	NAC	57	91,9	37	OPS	51	84,5
18	NAP	52	88	38	PR	49	81,9
19	OA	64	80,3	39	RW	58	82,2
20	RNA	65	87,5	40	NNSU	59	77

Source: Administration Office of SMA N 3 Jambi City and Research 2017

In the result of the questionnaire, the scores of students' questionnaire sheets showed number mostly in category good and some students got very high. It is supported by the theory of learning motivation according to Dimyati and Mudjiono in Suparman (2002:54) about the things that can affect learning motivation like ideals or students' aspiration, students' physical condition, class condition, dynamic elements in learning and teachers' effort in teaching students. The things mentioned above are well provided by the school and it created good atmosphere so students had high motivation.

Based on the data analysis through simple regression test, the information gained that learning motivation had no significance influence toward English learning achievement in class XI MIA 6 at SMA N 3 Jambi City. It was shown from the significance value in the findings. This result of the research was not correlated with the theories of experts in chapter two. It could happen because of factors which cannot be found by the researcher. The result of the questionnaire score was not significant toward English learning achievement.

Conclusions and Suggestion

Based on the research, the researcher concluded that in the questionnaire provided six indicators to see the influence toward dependent variable. Learning motivation of students was categorized good based on the mean of variable valued 81,6 in good category. The data calculated shown each indicator had affected on students motivation to learn at school. Learning motivation had no significant influence toward English learning achievement. It was seen from the t_{count} $< t_{table} =$ The value of t_{count} is -0,052 $< t_{table}$ 2,024 in significance 0,025 line 38. It means that Ho was accepted and Ha was rejected.

The researcher provides suggestion related to learning motivation and learning achievement: student is better to add more knowledge about learning motivation should be occupied to get best learning result. The knowledge can be used as the information to motivate them in better learning activities. Based on result of the research, further studies might be needed to explore more with the same theory in different aspects. Also, it is hoped that increasing and extensive knowledge about learning motivation and achievement will guide next researchers. English teachers should understand the character of the students and know the things that can trigger the students' motivation in learning English in school, the more teachers encourage students to learn with the preferred motivation students are expected students can produce good learning achievements.

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