THE RELATIONSHIP BETWEEN LEARNING MOTIVATION AND UNDERGRADUATE STUDENTS' ENGLISH LEARNING ACHIEVEMENTS

Gede Eka Puja Dyatmika
1Institut Agama Hindu Negeri Gde Pudja Mataram
puja.dyatmika@stahn-gdepudja.ac.id

ABSTRACT

Motivation is one of the factors that determine students' success in the learning process. However, students who are studying English as a compulsory subject has different motivation compare to students who are studying English as their major. Therefore, this study aims to find a relationship between undergraduate students' learning motivation and their English learning achievement. This research is ex post facto research using correlation analysis. The research data were collected using questionnaires and tests, from 54 undergraduate students of a state university in Indonesia. The data were then analyzed using product moment correlation analysis. The present study concludes that there is a positive and significant relationship between learning motivation and students' English learning achievement.
Keywords: learning motivation, ex post facto, learning achievement

INTRODUCTION

English is one of the important international languages to learn because it is spoken by almost two thirds of the world's population. Many books and references are in English. This means that by mastering English we will be able to communicate internationally. Furthermore, English plays an important role in today's era. Hence, the government is very concerned about the development of this language, namely by trying to introduce English through the school curriculum. English has begun to be introduced at the elementary school level, and must be given to junior high and high school students. Even English is one of the subjects tested nationally. Even at university, English is given in the form of General Basic Courses (Mata Kuliah Dasar Umum).

Among many factors affecting English learning success, motivation is one of the factors that determine students' success in the learning process. Etymologically, motivation comes from the word "motive", which is considered as a power possessed by humans, and it causes humans to do something (Uno, 2008: 3). This means that a person is willing to do something if he has the motivation. Likewise in terms of learning, a student will want to learn if he has a motivation. Motives cannot be seen directly, but it can be interpreted in a person's behavior in the form of stimuli and various behaviors.

According to Brown (1987: 114), motivation is commonly thought of as inner drive, impulse, emotion, or desire that moves one to a particular action. Furthermore, Kleinginna and Kleingenna (1981) in Huitt (2001), motivation is an internal state or condition (sometimes described as a need, desire, or want) that serves to activate or energize behavior and give it direction. Based on the opinion above, motivation is an encouragement both from inside and outside that causes someone want to do something without any coercion or sincerely so that what he does will always be done with passion.

Sardiman (2009) says that motivation is an important condition in learning. Learning outcomes will be maximized if there is motivation and motivation will also determine students' success in learning. Students who are motivated to learn will be very

enthusiastic or interested in learning and they have a lot of energy during the teaching and learning process. Motivation and learning are two things that influence each other. In learning activities, students really need motivation. Learning motivation is a force that can provide encouragement to students to carry out learning activities (Daien, 1973). This means that the existence of learning motivation will cause students to enjoy learning, and they can focus during the teaching and learning process.

There are several relevant studies related to the relationship between learning motivation and learning outcomes. The first is a research by Novalinda et. al, entitled "The Influence of Learning Motivation on Learning Outcomes of Accounting Subjects Class X Accounting Department Odd Semester SMK PGRI 5 Jember Academic Year 2016/2017" (Novalinda, Kantun, and Widodo, 2018). This research is a quantitative study using an associative correlation approach. The result of this study is learning motivation has an influence on students' accounting learning outcomes in Class X 2016/2017 academic year.

The second is Soleha's research (2010) entitled "The Influence of Learning Motivation on Mathematics Learning Outcomes". This research is a quantitative research using simple regression analysis. The result of this research is there is a significant influence between the motivation to learn mathematics on the mathematics learning outcomes of eighth grade students of State Junior High School 1 Bingin Teluk in the academic year 2008/2009.

The result of this study is learning motivation variables have a significant effect on learning outcomes in accounting subjects for class X accounting majors in the odd semester of academic year 2016/2017. Based on the phenomena above, the author is very interested in conducting research on the relationship between learning motivation and students' learning achievement in English Subject of the STAHN Gde Pudja Mataram.

METHOD

This research is an ex post facto research using correlation analysis. According to Sukmadinata (2006), ex post facto research is research that examines causal relationships that are not manipulated or treated (designed and implemented) by researchers. Research on cause-and-effect relationships is carried out on activities or events that have taken place or have occurred. The purpose of this study is to determine the relationship between learning motivation and Students' English learning achievement of third semester of STAHN Gde Pudja Mataram.

The sampling technique was carried out using simple random sampling, namely the taking of sample members from the population was carried out randomly without regard to the existing strata in the population (Sugiyono, 2007). The total populations of the third semester students of STAHN Gde Pudja Mataram academic year 2012/2013 who take English courses is 54. To determine the number of research samples used the Krecjie Table. Based on the Krecjie Table, the number of samples used in this study was 44 students.

FINDING AND DISCUSSION
Data Description
Based on the calculation of SPSS version 17, the average of students' motivation is 95.80, the median value is 96, and the standard deviation is 12.51.

Table 3.1 Summary of Students' Motivation Scores

No	Score	Number of students	category
1	113-130	3	Very high
2	96-112	21	High
3	61-95	20	Medium
4	44-60	0	Low
5	26-43	0	Very low
	Total	44	-

Based on the table above, it can be concluded as follows: 20 students (45.5%) are categorized as having moderate learning motivation, 21 students (47.7%) are categorized as having high learning motivation, and 3 students (6.8%) categorized as having very high learning motivation.

Based on the calculation of SPSS version 17, the average of students' English learning achievement of the third semester of STAHN Gde Pudja Mataram was 17.75. the mean (median) is 16, and the standard deviation is 5.52.

Table 3.2 Summary of Students' English Learning Achievement Scores

No	Score	Number of students	Category
1	26-30	4	Very high
2	21-25	9	High
3	11-20	28	Medium
4	6-10	3	Low
5	0-5	0	Very low
	Total	44	-

Based on the table above, it can be concluded as follows: 3 (6.8%) third semester students are categorized as having low English learning achievement, 28 (63.6%) third semester students are categorized as having moderate English learning achievement, 9 (20.5%) students are categorized as having high learning motivation, and 4 (9.1%) students are categorized as having very high learning achievement in English. So it can be concluded that the classification of Students' English learning achievement of the third semester of STAHN Gde Pudja Mataram is categorized as having moderate learning achievement.

3.2 Hypothesis Testing Prerequisites
Normality of the data can be tested in several ways, such as by using the chi square formula, using SPSS help by looking at the skewness value, or by using the normal P-Plot. In this study, the normality of the data was analyzed using the Kolmogorov Smirnov test with the help of SPSS 17, with the following criteria: 1) if the two-tailed significance test

value (α) > 0.05 then the data is normally distributed, while 2) if the two-tailed significance test value < 0.05 then the data is not normally distributed.

Based on the results of calculations with the help of SPSS 17, the summary of the results of Kormogorov-Smirnov is divided into two variables, namely: 1) learning motivation of 0.65, and 2) English learning achievement of 0.297. Based on the results of the summary of the data above, the three variables have a significance value (α) greater than 0.05. Based on the significance test criteria, it is concluded that the data has a normal distribution so that it can be continued for further analysis. To find out the significance value (α) of each variable, it can be seen in the following table.

Table 3.3 Normality Test Results using Kolmogorov-Smirnov.

		Motivasi Belajar	Prestasi Belajar
N		44	44
Normal Parameters[a,b]	Mean	95.7955	17.7500
	Std. Deviation	12.51340	5.52426
Most Extreme Differences	Absolute	.111	.147
	Positive	.080	.147
	Negative	-.111	-.121
Kolmogorov-Smirnov Z		.736	.975
Asymp. Sig. (2-tailed)		.650	.297

3.3 Hypothesis testing

The hypothesis is tested by using product moment correlation.

The alternative hypothesis (Ha) states that there is a positive and significant relationship between learning motivation and Students' English learning achievement for third semester of STAH Negeri Gde Pudja Mataram.

The relationship between learning motivation (X1) and Students' English learning achievement (Y) was analyzed using product moment correlation. Based on the results of calculations using SPSS 17, the correlation coefficient r_{xy} is 0.527. Based on this correlation value, to find out the contribution of the X1 variable (Learning Motivation) to Y (Students' Learning Achievement) , it is calculated by the formula $r^2 100\%$, which is 0.527 x 0.527 x 100% is 27,77%. So the contribution of English learning achievement in semester III STAHN Gde Pudja Mataram is 27,77%. It means that there is 72,23% of students' learning achievement determined by another factor. The results of calculating the relationship between learning motivation and learning achievement in English based on SPSS 17 can be seen as follows.

Tabel 3.4 SPSS Calculation Results between Learning Motivation and Students' Learning Achievement

Correlations

		Motivasi Belajar	Prestasi Belajar
Motivasi Belajar	Pearson Correlation	1	.527**
	Sig. (2-tailed)		.000
	N	44	44
Prestasi Belajar	Pearson Correlation	.527**	1
	Sig. (2-tailed)	.000	
	N	44	44

Discussion

Based on the results of the calculation of the hypothesis testing, it can be concluded that the hypothesis stated in this study is to accept the alternative hypothesis (Ha) and reject the null hypothesis (Ho). This means that the variable of learning motivation contributes to the Students' English learning achievement of STAHN Gde Pudja Mataram.

The results of the hypothesis testing indicate that the null hypothesis (Ho) which states there is no relationship between learning motivation and Students' English learning achievement of third semester of STAH Negeri Gde Pudja Mataram is rejected. It means that there is a positive and significant relationship between learning motivation and students' English learning achievement. The correlation coefficient between learning motivation and English learning achievement (r_{xy}) is 0.527, while the contribution of learning motivation is 27,77%.

Learning motivation has an impact on students' learning achievement. These findings are supported by Sardiman (2009) who states that learning motivation is an important learning condition. Learning outcomes will be maximized if there is motivation and motivation will also determine students' success in the learning process. This statement is also supported by Setiyadi (2006) which states that the role of motivation in learning is unquestionable; If students have high learning motivation, of course they will be successful in learning.

Thus, learning motivation has a relationship with learning achievement in English. The higher the student's learning motivation, the higher the learning achievement. Or in other words, the smaller the students' learning motivation, the smaller the learning achievement.

CONCLUSION

There is a positive and significant relationship between learning motivation and Students' English learning achievement of third semester of STAHN Gde Pudja Mataram. The correlation coefficient r_{xy} is 0.527, and the contribution of learning motivation is 27,77 %. It can be concluded that the higher the score of learning motivation, the higher the students' English achievement will be.

This study has provided a correlational evidence between students learning motivation and their English learning achievement. Therefore, it is vital for teacher to not only teach English, but also try to increase students' motivation. By increasing students' motivation along with teaching them English, their results of learning will even be better.

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