

## **The Effect of Motivation on the Learning Achievement**

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### **ABSTRACT**

This article discusses the effect of students' intrinsic motivation on their English achievement, to find out the effect of students' extrinsic motivation on their English achievement, and to find out the effect of the eighth grade students' intrinsic and extrinsic motivation together towards their English achievement at SMPN 5 Bantan. The subject of study was the Eighth grade students of SMPN 5 Bantan totaling 88 students. The data were collected by using a set of questionnaire and documentation. The instruments used were a reliability test, a normality test and a homogeneity test, while the data analysis was used product moment by employing multiple correlation analysis and regression analysis with a significant level of 5%. The analyzed data were taken from the scores of Mid semester. The results showed that 1. There was a positive and significant effect of students' intrinsic motivation on their English learning achievement with a value of  $r$  count was greater than  $r$  table ( $0.287 > 0.207$ ). 2. There was no significant effect between students' extrinsic motivation with their English learning achievement. 3. There was a significant relationship between intrinsic and extrinsic motivation of students with their English learning achievement where  $F$  count was equal to 6.227, while the  $F$  table at 4.88 with  $N = 88$  at the significance level of 5%. So,  $F$  was calculated from the  $F$  table ( $6.227 > 4.88$ ), because the findings of this study showed a significant effect. Overall, hypothesis test matched the research finding. So, if students have higher motivation, their learning achievement will increase

*Keyword : Students' Motivation , Students' Learning Achievement*

## **INTRODUCTION**

English is an international language which has been accepted by countries all over the world. It is used in many aspects of life including in areas of business, science and technology, medicine and education. Nowadays, in Indonesian, educational institutions, English has become a subject from primary to higher education institution. At the elementary level it is taught as a local content from the first year up to the third year, while from the fourth year to the sixth, it becomes a compulsory subject with two teaching hours a week. Similarly, at junior and senior high schools it is offered as a compulsory subject with four teaching hours a week, whereas at the university or college, it is accorded to two credit-hours and the curriculum focuses on English for specific purposes. It shows that our government has been trying hard to develop the quality of human resources to be equal to that of other countries in the world, especially in the field of education and technology.

In education, school is a place for students to explore the science, where the science will create a quality of human resources. The efforts that create the quality of human resources can be assessed through students' achievement whereas learning achievement is the success of learning. Of course, all students obtain the learning outcomes through evaluation that is conducted by the teachers.

Learning English has become a public image for the students that as a difficult subject. it could be one of the factors that effects the students in learning English. Students are not enthusiastic in learning English, they are not active in classroom and some of them do not have dictionary. So, their

learning achievement was not as expected.

Learning achievement is about how success the students can master the materials of the learning object. Although the definition learning achievement would be argued by different views of scholars, most scholars support the notion of Chien (1987) "learning achievement is the acquisition of knowledge or skills that are developed by subject matter, usually indicated by test scores or numerical value is assigned by teachers". In short, learning achievement is target measured by competences of the students in learning which are shown by score as a sign and score is not a final expectation. So, learning achievement is the level of student success in learning the subject matter in schools that are expressed in the form of scores obtained from the results of tests on a particular subject matter.

Learning achievement to be achieved by students can be effected by several factors, i.e. the factor that is derived from the students (intrinsic) and from the outside of the students (extrinsic).

In teaching and learning process, students need learning motivation for their spirit in their study. Students who have high motivation will get good learning outcomes. According to Hawley (1983:3) students who are motivated in learning process, students will do more learning activities than those who are less motivated to learn. It means that motivation is one of the several things which determines the success of the students in learning. With motivation, students will study harder and have full concentration in teaching and learning process. In this context Biggs (1995:84) views that students' learning motivation can be low and lack

of learning motivation may affect the students' learning achievement.

From the point above, it is clear that learning motivation is one of the major factors that influences students' learning achievement. And learning motivation can increase learning activity because the students will study hard if the students have high motivation in learning.

According to the 2013 curriculum, students of SMPN 5 Bantan should be able to achieve a minimal standard score of 70 in English subject. In fact, their scores were under a minimal standard of 70. This was due to the condition of the classroom that was not active. Students paid less attention to the teacher's explanation. They felt bored, so that they did not concentrate in learning process. They had less motivation and eventually their English learning achievement was low.

Based on the researcher's observation in SMPN 5 Bantan, there were some problems faced by the eight students in learning English. The researcher found out that their motivation in learning English tended to be low. They were not enthusiastic in accepting the lesson in the classroom. Also, they were not active in doing the exercises. They did not pay attention when the teacher was explaining the lessons. So, there was no good interaction in the classroom between the teacher and the students. Additionally, they did not realize the importance of the English language. This was because they had no motivation in learning English.

That is why they needed motivation, with motivation, it is expected every work is done effectively and efficiently, because the motivation will create willingness to learn regularly, and the students will have a

way of studying properly. Thus, motivation is very important in learning success.

This was one of the reasons why the researcher chose SMPN 5 Bantan as a research site to identify students' motivation in improving their English learning achievement and the factors that influence it with the title :The Influence Of Motivation Toward The Learning Achievement Of The Eighth Grade Students Of Smpn 5 Bantan Bengkalis Regency.

## **RESULT**

Research finding in hypothesis testing was used to determine whether or not there was an influence of independent variables toward dependent variable. To test the hypothesis, researcher used a significance level of 5% was used, then the price was derived from statistical calculations consulted with either table calculation of hypothesis by using bivariate analysis by comparing "r count" with "r table" and multiple correlation analysis to compared between F arithmetic with F table. If it was known that r count and F count was larger than r table and F table, the coefficient of correlation was significant.

To test the hypothesis, the analysis technique used the product moment correlation technique which was calculated by using SPSS version 17, to test the first and the second hypothesis. while the third hypothesis used multiple correlation analysis with two predictors.

The product moment correlation calculation results through SPSS version 17 for the first and the second test of hypothesis can be seen in the following table:

**TABLE I**  
**THE RESULT OF PRODUCT MOMENT CORRELATION ANALYSIS**

No	Variables		Significant (p)	r		R <sup>2</sup>	Description
	Independent	Dependent		r count	r table		
1	X1	Y	0,007	0,287	0,207	0,082	significant
2	X2	Y	0,311	-109	0,207	0,012	no significant

**1. The first hypothesis Testing**

The hypothesis testing was done to analyze the data to determine whether the hypothesis formulated previously was accepted or rejected. The results of the simple correlation calculation between X1 and X2 with Y, used the formula Product Moment Correlation.

The coefficients of simple correlation between X<sub>1</sub> and Y:

Ha: There was a significant influence of students' intrinsic motivation toward their English learning achievement.

Ho: There was no significant influence of students' intrinsic motivation toward their English learning achievement

From the calculation of simple correlation obtained the results are :  $r_{x_1y} = 0,287$ ,  $p = 0.007 < 0.05$ . So, H<sub>0</sub> was rejected and H<sub>a</sub> was accepted. It means there was a significant influence of intrinsic motivation toward students' English learning achievement.

The first hypothesis stated that there was a positive correlation between intrinsic motivation toward students' English learning achievement in SMPN 5 Bantan. From the results of analysis data above, it was clear that there was a significant influence of intrinsic motivation toward students' English achievement in the amount of 0,287 (r count) .and the coefficient of determination (r<sup>2</sup>) was 0.082. then the

results of consultation with r table with a significance level of 5% to test the significance level. The correlation coefficient r table with a significance level of 5% and N = 88 was 0.207, the correlation coefficient r table with a significance level of 1% was 0,270. These results suggested that r count was greater than r table (**0,207 < 0,287 > 0,270**). Thus, there was a significant effect of students' intrinsic motivation toward their English achievement of class VIII at SMPN 5 Bantan. It means that if students have higher intrinsic motivation, they will get higher learning achievement.

**2. The second hypothesis Testing**

Coefficients of simple correlation between X<sub>2</sub> and Y:

Ha: There was significant influence of students' extrinsic motivation toward their English learning achievement.

Ho: There was no a significant influence of students extrinsic motivation toward their English achievement of the eighth grade at SMPN 5 Bantan Bengkalis Regency.

From the calculation of simple correlation obtained the results are:  $r_{x_2y} = -0,1$  , $p = 0.311 > 0.05$ . So, H<sub>0</sub> was accepted and H<sub>a</sub> was rejected. It means there was no a significant influence of students' extrinsic motivation toward their English

achievement of the eighth grade at SMP Negeri 5 Bantan.

The second hypothesis stated that there was no a significant influence of students' extrinsic motivation toward their English learning achievement in SMPN 5 Bantan. From the result of analysis data, it showed that there was no a significant influence of students' extrinsic motivation toward their English achievement in the mount of -0,1 (r count) and the coefficient of determination ( $r^2$ ) was 0.012. then the results of consultation with r table with a significance level of 5% to test the significance level. The correlation coefficient r table with a significance level of 5% and N = 88 is 0.207, and in level 1% was 0,270. These results suggested that r count is smaller than r table (0,207 > -0,1 < 0,270). Thus, there

was no significant influence of students' extrinsic motivation toward students' English learning achievement of class VIII at SMPN 5 Bantan, it means if students have higher extrinsic motivation, it is not sure their English learning achievement is higher.

### 3. The third hypothesis Testing

The third hypothesis stated that there was a significant influence of students' intrinsic motivation and extrinsic motivation toward their English achievement of the eighth grade at SMP Negeri 5 Bantan.

This hypothesis testing used multiple correlation analysis with two predictors. However, in its calculations using SPSS version 17 employed multiple regression analysis. the results of the multiple regression analysis can be seen in the following table :

**TABLE II**  
**THE RESULTS OF MULTIPLE REGRESSION ANALYSIS**

No	Variable	Coefisient	r	R <sup>2</sup>	F	Constant	description
1	X <sub>1</sub>	0,59	0,357	0,128	6,23	63,641	Sig.
2	X <sub>2</sub>	- 0,44					

Based on the table IV.38 above, the regression results indicated that intrinsic motivation was greater (0,59) when was compared with extrinsic motivation (-0.44). while the determination coefficient was 0.128. This shows the determination index. It was the percentage that contributed to the influence X<sub>1</sub> and X<sub>2</sub> toward Y. R<sup>2</sup> = 0.128 implied that X<sub>1</sub> and X<sub>2</sub> 12.8% as a contribution to Y. while the remaining 87.2% was influenced by other factors.

The based table is more described in the following equation:

$$Y = - 423,8 + 0,59X_1 + (-0,44)X_2$$

The equation shows that the value of X<sub>1</sub> is 0,59 which means when intrinsic motivation (X<sub>1</sub>) increased by 0,59 point, then the value of English learning achievement (Y) increased by 0,59. X<sub>2</sub> coefficient = (-0.44) which means that the value of extrinsic motivation decreased by 1 point, but not necessarily the value of students performance decreased. So, it can be concluded that equation of Y = - 423,8

+ 0,59X<sub>1</sub> + (- 0,44X<sub>2</sub>) was significant. Based on test results obtained F counts 6.23, p<0,05. It means there was a significant effect of intrinsic motivation and extrinsic motivation toward students' English learning achievement.

## Discussion

From the data that have been presenting and analyzing in this chapter, there was a significant influence of students' intrinsic motivation toward their learning achievement. The researcher focuses several results on the questionnaire items. Questionnaire item 1 – 15 focus on students' interest and discipline. From questionnaire item (1,2,3,5,6,8,9,10,12,13) respondents responded agree that they were interested in learning English. The seventh questionnaire item, 42% of respondents responded unsure. While the fourteenth questionnaire item that are about actively asked during a lesson on going, 52% of respondents responded disagree and the fifteenth questionnaire item that are about follow the lesson well although I do not like the material., 48% of respondents responded disagree as well. This is one of the problems that must be solved soon by English teachers through giving the students encouragement and motivation in understanding students' own strength in learning English. Interest plays an important role in the learning process. It gave a useful contribution to their learning achievement. Deci and Ryan (1985) argue that internal motivation becomes very important in education setting because learning is most likely bear fruit when the environment provides the opportunities for the learners to satisfy their natural curiosity. In other words, students' intrinsic motivation can give high influence on their learning achievement.

According to Vallerand (1997) intrinsic motivation is derived from humans' innate needs for competence and self-determination. Students with high motivation tend to more successful in learning. the source of motivation can be driven from interest, which then fuels the desire to learn and continue to influence the students' conscious decision to act and the effort that they will put into learning. It is also reported that the persistence of students is positively affected by having internal interest and discipline (Qin Xiaoqing, 2003). The chances of success will be greatly enhanced if the students come to love the learning process. It means that students will get higher learning achievement if they have higher intrinsic motivation.

While the data from the second hypothesis testing, there was no significant influence of students' extrinsic motivation toward their English learning achievement. The researcher focuses several results on the questionnaire items. Questionnaire item 16 - 30 focus on external factors, namely: teacher's method, family, and classmates. Most of them responded agree that the teacher taught them by using variety methods in teaching and learning process. In other words, students' extrinsic motivation did not give influence on their learning achievement. On the other hand, extrinsic motivation refers to the motivation to learn something in order to arrive at an instrumental end (p. 38). In other words, those who have extrinsic motivation will do things for a purpose. After they achieve the goal, they might lose their interests in the same task. According to Deci and Ryan's self-determination approach to motivation, extrinsically motivated behaviors are those that are performed not because of inherent interest but an

attempt to arrive at some instrumental end (Noels, Clement, & Pelletier, 1999).

In a reason why there is no significant influence in this study because of the influence from the outside such as teacher's method, family, and classmates do not affect students' learning achievement. In other words, even though the teachers have used the varied method in teaching process, it is nothing changes and improving of students' learning achievement. So, the teacher should be more active to motivate the students in learning English. And the teacher should create the new learning innovation in order to increase students' motivation for getting higher their learning achievement.

The findings of the third hypothesis was the percentage that contributed to the influence  $X_1$  and  $X_2$  toward  $Y$ .  $R^2 = 0.128$  implied that  $X_1$  and  $X_2$  12.8% as a contribution to  $Y$ . Based on test results obtained  $F$  counts 6.23,  $p < 0,05$ . It means there was a significant effect of intrinsic motivation and extrinsic motivation toward students' English learning achievement. So, from these results that students' intrinsic and extrinsic motivation are the factors that affects students' learning achievement. Therefore, arousing students' motivation has become an important part in foreign language teaching. Xie Xiajun in Peipei Li (2009) suggested that high motivation enhances learning and success or perceived success can sustain motivation. Teachers not only should be able to improve the learning motivation of students but also they should concentrate on increasing students' motivation and the developing the skills and strategies to make students more competent so that they are able to take ownership of their own

learning and their learning achievement will get maximum exposure.

#### **D. Conclusions**

Learning motivation is a key factor in learning English as a foreign language. From the viewpoint of behavioural theory, learning motivation is the result of reinforcement. Enabling students to obtain achievement is the key to improving students' learning motivation in learning process. Both learning motivation and learning achievements are correlated with each other. Basaed on the research findings, some conclusions are drawn as follows :

1. The students intrinsic motivation was greater than their extrinsic motivation. Therefore, students' learning motivation needs to be increased both from within and from the outside of students.
2. There was a positive and significant influence of students' intrinsic motivation on their English learning achievement of grade VIII in SMPN5 Bantan. From the result of analysis data, it was found out that there was a significant effect of students' intrinsic motivation and their English learning achievement of 0,287 ( $r$  count) and the coefficient of determination ( $r^2$ ) was 0.082. Then the results of consultation with  $r$  table with a significance level of 5% was used to test the significance level. The correlation coefficient  $r$  table with a significance level of 5% and  $N = 88$  was 0.207. These results suggested that  $r$  count was greater than  $r$  table ( $0,287 > 0,207$ )
3. There was no significant influence of the eighth grade students' extrinsic motivation on the English

learning achievement at SMPN5 Bantan. From the calculation of simple correlation obtained, the results were :

$r_{xy} = -0,1$  ,  $p = 0.311 > 0.05$ . So,  $H_0$  was accepted and  $H_a$  was rejected. It means that there was no significant effect of students' extrinsic motivation toward their English learning achievement.

There was a significant influence of the eighth grade students' intrinsic and extrinsic motivation toward the English achievement at SMPN 5 Bantan. from the intrinsic motivation to learn was greater than the extrinsic. Therefore, their learning motivation needs to be increased both from within and from the outside of students because the higher motivation of students will result in higher achievement. This was proved by the results of the multiple correlation test by using multiple regression analysis.

Based on test results obtained F count 6.23,  $p < 0,05$ . It means that there was a significant influence of intrinsic motivation and extrinsic motivation toward their English learning.

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