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## The Effect of Learning Motivation on English Learning Outcomes at the State of High School 2 Sungai Lilin

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### Abstract

Based on the results of initial observations, student learning outcomes in English subjects are still not optimal. This can be seen from the acquisition of an average student score of 67, which is still below the predetermined KKM of 70. This problem tends to be influenced by the lack of learning motivation that students have during the learning process, which has an impact on learning English outcomes. This research uses mixed methods. There are 2 types of data analysis tests, simple correlation tests, and descriptive analysis. Based on the results of research and discussion, the conclusions of this study are as follows. 1) The learning motivation of the tenth graders of SMAN 2 Sungai Lilin is good. This is evident from the acquisition of an assessment score of 80.21% in English learning motivation, which is in the good category. Thus, students' motivation in learning English has increased and is categorized as "good," because students' motivation must always be improved so that the learning objectives in each teaching and learning activity are achieved optimally. 2) Student learning outcomes in English lessons in this study are only limited to the cognitive and psychomotor domains, which include knowledge, understanding, application, analysis, and synthesis by emphasizing the aspects of knowledge and understanding that are adjusted to the level of development of the research subject students and motor skills and manipulation of materials or objects. 3) The effect of student learning motivation on student learning outcomes in class X SMAN 2 Sungai Lilin based on the calculation results obtained t-count of 0.821 and t-table of 0.320 at 0.50 and  $dk = (n-2) = (40-2) = 38$ . Thus, t-count (0.821) > t-table (0.320), then the hypothesis is accepted. This shows that "student learning motivation affects English learning outcomes."

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## INTRODUCTION

The development of science and technology is increasingly rapid and the flow of globalization is also increasingly causing problems in education. One way to do this is by improving the quality of education. According to (Mandasari & Oktaviani, 2018) In order to improve the quality of education, the government is trying to make improvements so that the quality of education increases, including improving the curriculum, human resources, facilities, and infrastructure. These improvements are meaningless without the support of teachers, parents, and the community who participate in improving the quality of education.

Discussion on the quality of education cannot be separated from teaching and learning activities. Teaching and learning activities in schools are the most fundamental activities (Purwanto, 2022). This means that the success or failure of achieving educational goals depends, among others, on how the learning process is experienced by students. A research by (Anggrawan et al., 2019) states "A person's ability to perceive the results or progress of learning is important because, by knowing the results that have been achieved, students will try to improve their learning outcomes." Improved learning outcomes can be more optimal because these students feel motivated to improve learning outcomes that have been achieved previously. "Learning results can be seen from changes in the results of personal input in the form of motivation and hope to succeed" (Wahjuningsih, 2019). The input is in the form of motivational design and management, which does not directly affect the amount of effort devoted by

students to achieving learning goals. The change occurs in a person in the disposition or human skills in the form of mastery of knowledge and skills obtained through real effort carried out at a certain time or for a relatively long time.

Based on the results of initial observations made in the teaching and learning process in class X SMA Negeri 2 Sungai Lilin, student learning outcomes in Indonesian subjects are still not optimal. This can be seen from the acquisition of an average student score of 67, which is still below the predetermined KKM of 70. This problem tends to be influenced by the lack of learning motivation that students have during the learning process. This can be seen from the fact that there are still some students who seem less enthusiastic about participating in learning English. When learning takes place, students tend to be passive and less enthusiastic in their participation in learning. The teacher seems to dominate the class, and the teaching and learning activities do not involve students actively. This shows that the motivation to learn in students is still lacking. When interviewed, some students still admitted that the teacher was not optimal in increasing student motivation in learning. Learning systems that are still conventional and centered on text books make learning activities not active and fun.

Based on the problems above, it is necessary for the teacher's efforts to increase student learning motivation so that student learning outcomes can be optimal. In terms of student learning, students will succeed if there is a will in themselves to learn and the desire or drive to learn, because, with an increase in learning motivation, students will be moved, directed at students' attitudes and

behavior in learning. It is hoped that students will be motivated to learn so that they understand what the goal of learning is. According to (Atmowardoyo et al., 2021) say that the condition of students who are good in learning will cause these students to be enthusiastic in learning and able to complete assignments well, in contrast to students who are sick, they do not have passion in learning.

Motivation is not only important because it is a factor that causes learning, but also facilitates learning and learning outcomes. Historically, teachers always know when students need to be motivated during the learning process (Suwanarak, 2019), so that learning activities take place more smoothly, communication flows more smoothly, student anxiety is reduced, and creativity and learning activities are increased. Learning that is followed by motivated students will be really fun, especially for the teacher. Students who complete learning tasks If they feel motivated by the material they have learned, they will be more likely to use the material that has been studied. Teachers should raise students' learning motivation because, without it, the learning outcomes achieved will be minimal. So that the results he teaches are achieved optimally, a teacher must assume that the students he faces will not easily accept the lessons he gives.

According to (Yulianti, 2018) Learning motivation in students can be weak. Weak motivation or lack of motivation to learn will weaken activities so that the quality of learning outcomes will be low. Therefore, learning motivation in students needs to be strengthened continuously. with the aim of students having a strong learning

motivation so that the learning outcomes achieved by students can be optimal. Students' learning motivation in every learning activity plays a very important role in improving student learning outcomes in certain subjects" (Kim & Bae, 2020) these students will be able to understand what is learned and mastered, and stored for a long time. In addition (Lee & Heinz, 2016) explain students appreciate what has been learned to feel its usefulness in everyday life in the midst of society. Students who are highly motivated in learning are likely to get high learning outcomes as well, meaning the higher the motivation, the more intensity of effort and effort they make, and the higher the learning outcomes they get.

Students make various efforts or efforts to increase success in learning so as to achieve satisfactory success as expected. In addition, motivation also supports efforts and keeps the student learning process running smoothly. This makes students persistent in learning.

## METHOD

This study uses a mixed *method*, namely qualitative and quantitative methods, with a case study research design. The purpose of using this method is to solve actual problems by collecting, compiling, reviewing, clarifying, and interpreting the data found in the study. This is a qualitative descriptive method to describe and analyze English learning outcomes in the tenth grade of the state high school 2 Sungai Lilin. Qualitative methods consist of data collection and data analysis activities (Fraenkle et al., 2012). Then the quantitative descriptive method in the form of simple statistical descriptive presents data on the frequency of the types

of language learning strategies used by high school students (Sugiyono, 2019)

The sample in this study were students of class X of social science (IPS 3) in the academic year 2021 at SMA Negeri 2 Sungai Lilin, totaling 40 students. The researcher took the sample because almost 85% of the students' English scores are below the predetermined KKM 70. This information was taken by the teacher who teaches there. While the data used in this study is the result of a questionnaire filled out by students, they were given information about their learning motivation. The statement items, totaling 30 items, were translated into Indonesian so that students could understand the meaning of the statements in the questionnaire. The questionnaire in this study was prepared using a Likert scale and a learning motivation questionnaire adopted by (Shin, 2018) to determine students' tendencies regarding the strategies used. Each strategy has a statement item with a different number of items.

## **FINDING AND DISCUSSION**

### **Finding**

#### **a. Learning Motivation for Class X Students of SMA N 2 Sungai Lilin**

In the implementation of education, each child has motivation (encouraging/reason) to carry out activities. In education, strong motivation facilitates the achievement of goals because this strong motivation gives birth to the right activities and interests for achieving that goal. Motivation is an impulse that really determines human behavior and actions. It is the key to interpreting and giving birth to human actions. The teacher's role is very

important in directing and explaining to students the function and purpose of the award.

Do not let students who are studying only expect awards. Rewards are just like bridges: only to cross towards the goal. That way, students will understand that the most important thing is how they learn best without any strings attached.

Motivation is one of the most important requirements in learning. Motivation comes from the Latin "*motivum*", which means "to refer to a certain reason why something moves. According to (Leba et al., 2021) "Motive is an effort that encourages someone to do something". While (Sabarun et al., 2021) states that "motivation is defined as the heart of the learning process, which not only moves behavior but also directs and strengthens behavior". Students who are motivated in learning, show high interest, enthusiasm, and perseverance in learning, without depending much on the teacher.

(Shin, 2018) states that the indicators of student learning motivation are eight factors, namely:

1. Attention
2. Seriousness
3. Teachers
4. Facilities
5. Readiness
6. Teaching methods
7. Importance of lessons
8. External factors

Indicators for assessing students' learning motivation in learning Indonesian can be increased by the teacher's ability to motivate these students. This is evident from the acquisition of an assessment score of Indonesian learning motivation of 80.51%, which is in the good category.

Thus, students' learning motivation in learning Indonesian is good, meaning that students' motivation must always be improved so that the learning objectives in each teaching and learning activity are achieved optimally.

#### **b. English Learning Outcomes of Class X Students of SMA Negeri 2 Sungai Lilin**

The learning outcomes in this study are only limited to the cognitive and psychomotor domains, which include knowledge, understanding, application, analysis, and synthesis by emphasizing aspects of knowledge and understanding that are adapted to the level of development of the research subjects as well as motor skills and manipulation of materials or objects.

There are several factors that can affect learning outcomes, including, according to (Sudjimat & Permadi, 2019) as follows: The learning outcomes achieved by students are influenced by two main factors, namely factors from within the student and factors that come from outside the student, or environmental factors. factors that come from students, especially their abilities. The student's ability factor has a huge influence on the learning outcomes achieved. Other factors from outside students, such as learning motivation, interest, and attention; attitudes and study habits, perseverance, and socio-economic, physical, and psychological factors.

Teachers must pay attention to individual differences in students when giving lessons to them so that they can handle students according to their conditions to support learning success.

This is because the factors that influence student learning are different from one another.

#### **c. The Effect of Student Learning Motivation on Student Learning Outcomes of Class X SMA Negeri 2 Sungai Lilin**

Statistical data analysis is required to determine the effect of student learning motivation on student learning outcomes in Class X SMA Negeri 2 Sungai Lilin. Based on the calculation of product-moment correlation, it can be seen that the value of  $r$  is 0.320. The relationship between students' learning motivation and Indonesian language learning outcomes has a low degree of closeness, meaning that if learning motivation increases, student learning outcomes will increase.

The result of the calculation of the coefficient of determination above is 5.7%. This means that learning outcomes are influenced by learning motivation by 5.7%, while the remaining 90.3% are influenced by other factors not examined. To test the hypothesis that the author has put forward, namely "the influence of student learning motivation on learning English outcomes," the authors test it by testing the hypothesis as follows:

- a. If  $t_{\text{count}} < t_{\text{table}}$  then the hypothesis is rejected, meaning that student learning motivation not Effect Motivation learning of Indonesian learning outcomes in class X students of SMA Negeri 2 Sungai Lilin has an effect on English learning outcomes.
- b. If  $t_{\text{count}} > t_{\text{table}}$ , then the hypothesis is accepted, meaning that students' learning motivation has an effect on English learning outcomes.

Based on the calculation results, it is obtained t- count is 0.821 and the t-table is 0.320 at 0.50 and  $dk = (n-2) = (40- 2) = 38$ . Thus, t-count (0.821) > t-table (0.320), then the hypothesis is accepted. This shows that "student learning motivation affects English learning outcomes."

## Discussion

The results of the study, which show that there is an influence of learning motivation on the learning outcomes of class X SMA Negeri 2 Sungai Lilin, contain the implication that improving learning outcomes in English can be done by inviting students to recognize and understand how to learn and optimize their learning methods as much as possible. In addition to this, improving learning outcomes in English is also done by seeking to increase students' intrinsic motivation to learn. From the results of the study, it can be seen that learning motivation has contributed to improving student learning outcomes. Therefore, teachers must teach and must understand how to motivate students to be able to learn well. Among them can be through giving gifts, giving greetings, and the existence of quizzes that motivate students in their learning.

Based on the description above in this study, with all humility, the author tries to recommend the results of this study, which can be considered as input for several parties who are interested in the results or findings of this study regarding the influence of learning motivation on student learning outcomes in class X SMA Negeri 2 Sungai Lilin. Although there is an assumption that underlies the use of questionnaires as a data collection

technique, namely that respondents provide answers according to actual conditions, in reality, this is difficult to control. It is undeniable that there are many factors that affect Indonesian language learning outcomes, while this study only discusses the variables of student learning motivation. although there is a positive and significant effect of the independent variable on the dependent variable.

## CONCLUSION

The conclusion of this study is based on the results of the research that the author has done. These conclusions can be seen in the following points.

1. The learning motivation of class VIII MTs Negeri 1 Pangandaran students is good. This is evident from the acquisition of an assessment score of 80.51% of learning motivation in English, which is in the good category. Thus, students' learning motivation in learning Indonesian is good, meaning that students' motivation must always be improved so that the learning objectives in each teaching and learning activity are achieved optimally.
2. Student learning outcomes in English lessons in this study are only limited to the cognitive and psychomotor domains which include knowledge, understanding, application, analysis, and synthesis by emphasizing aspects of knowledge and understanding that are adapted to the level of development of students in research subjects and motor skills and manipulation of materials or objects.
3. The effect of student learning motivation on student learning outcomes in class X SMA Negeri 2

Sungai Lilin was based on the calculation results obtained t-count of 0.821 and t-table of 0.320 at 0.50 and  $dk = (n-2) = (40-2) = 38$ . Thus, t-count (0.821) > t-table (0.320), then the hypothesis is accepted. This shows that "student learning motivation affects English learning outcomes".

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