

The Influence of Students Motivation toward Students' Achievement in English Subject at SMP N 12 Muaro Jambi

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How to cite this paper: Alawiyah, T., & Sulistiyo, U. (2018). The Influence of Students Motivation Toward Students Achievement. *International Journal of Language Teaching and Education*, 2(2), 144-156.

<https://doi.org/10.22437/ijolte.v2i2.5000>

Received: May 16, 2018
Accepted: June 22, 2018
Published: July 31, 2018

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Abstract

This study aims at describing the influence of students' motivation toward students' achievement in English subject of the seventh graders at SMP Negeri 12 Muaro Jambi. The method used in this study was Quantitative research. It focused on finding out how students' motivation can influence significantly the students' achievement in English subject. Participants in this study consisted of 28 students. The questionnaire used to collect the data was adopted from the learning motivation instrument which is already valid to measure the level of motivation. The survey consisted of 24 questions to evaluate students' motivation. From the analysis of the data obtained by Product Moment correlation, the results showed that r_o is bigger than r_t at the level significance of 5% or 1%. $0,374 < 0,96 > 0,478$ it means there was significant influence of students' motivation toward students' achievement. The findings of this study indicated that students' motivation could not be ignored in students' achievement, especially in learning English as a foreign language and it is necessary for teachers and educators to pay attention to this issue. Suggestions for future research and practices are discussed in this study.

Subject Areas

Language Teaching

Keywords

Motivation, Students' Achievement

1. Introduction

Language is a system of sounds, words, act used by human to communicate thoughts and feeling (Oxford). Language is a means for communication, for people to communicate their idea, minds, and other. We never know when the first time the human discovered language or how the first language started. But we do know that language is spoken and learning.

English as International Language has been used both to be a tool of communication in the world and to get access to a lot of new information. Languages help people to develop their relationship in society as well as determine attitude and behavior, English language.

Teaching English at school has a goal of providing the students with the language skill in listening, speaking, reading and writing. However, the goal seems difficult to reached

because lack of motivation. Motivation is the willingness which causes people to do something to achieve the goal (Suryabrata, 2006). Motivation is a topic of interest to researchers in a variety of fields including psychology, human development, education, sociology, and business. In addition, the philosophical underpinnings and orientations of researchers vary, even within the field of academic motivation studies. Motivation is probably the most important factor that educators can target to improve learning. Motivation in learning process can encourage and stimulate students in learning. An individual student's level of motivation may depend upon his or her background, perspective and perception of the world around them.

Motivation is the term used to describe what energized a person and what direct his or her activity (Gage and Berliner, 1984). Motivation is critical for learning; a learning even does not occur without a preceding motivational event. Motivation is important for the development and achievement of individual goals. Today, lack of interest in learning and motivation in students is important in difficulties for educational system that offer a low level of quality for learning. The amount of the students' motivation even interferes with social development. To succeed in higher education, a student must develop a higher level of motivation towards learning and develop appropriate strategies to achieve their individual goals. Motivation is very important for any kind of studies. For students when they organize change behaviors, commonly with indicator or supporting elements. The reality of learning Motivation is encouragement internal and external factors (Iskandar, 2009).

A popular framework for examining motivation is to divide motivation into two components, intrinsic (internal) and extrinsic (external) motivation. Extrinsic motivation is associated with lower need level, while intrinsic motivation is associated with higher need levels in Maslow's Hierarchy of Needs. Maslow's Hierarchy of Needs is another important perspective of motivation. It states that each person has basic needs (such as food, shelter, love, etc.) This research used the external encouragement as the indicator to find how far the influence of motivation in study achievement. Motivation plays a major role in students' academic work and in their achievement. It reflects in students' choices of learning tasks, in the time and effort they devote to them, in their persistence on learning tasks, in their coping with the obstacles they encounter in the learning process.

Different studies have shown that there are many stimulators to move the students forward, i.e. conducting behavior toward specific goals, increasing affordance, increasing activity level, hardworking, functional improvement, positive emotion (hope and pride), self-satisfaction, and enjoyment from learning activity, family condition, and gender of the students, number of family members, parents' job, and economical status.

Motivation is essential to learning since it is the driving force for students to complete tasks that build knowledge. There are many factors that play can potentially influence motivation. Based on the above reasons and explanation, the writer would like to conduct students' motivation as it applies to students' achievement. The result of this study may help teacher to improve teachers' knowledge and competencies in teaching, learning process and how to motivate students. "Motivation is when dreams put on work clothes." Robinson in Friedman (1999).

2. Method

2.1. Students' Motivation

Motivation is essential to learning since it is the driving force for students to complete tasks that build knowledge. There are many factors that play can potentially influence motivation. In a study conducted by Moore (2007), motivation is deemed self-perpetuating. Students who are motivated conduct themselves in ways that maximize learning and success in academia. Motivated students attend classes on a regular basis without

a need for external rewards, they seek additional help when needed, and they turn in quality work on time. Another aspect of motivation is the concept of motivation as it relates to psychological needs. As leaders in modern motivation theory, Ryan and Deci (2000) formulated the self-determination theory that relates motivation to social development and well-being. They believe that humans are active and engaged based on their social condition in terms of competence, autonomy, and well-being.

In the same line, motivation can be something that keeps us 'moving'. Motivation is defined as the 'desire or willingness to do something' (Oxford Dictionary, 2013). Motivation is two things that have influence. (Uno, 2007). The term motivation is derived from the Latin word 'mover' which means 'to move'. The idea of movement in relation to motivation is understandable if we look at some of the definitions of motivation. People around the students can be the source how they got motivation. It can be their parents, their teachers, their friends, or even their idol "Curiosity of the students" is also reputed as the sources of motivation by Uno (2006 p.64). The students' inner willingness to know something can be the sources of how they motivate them self.

According to Uno (2006) the nature of motivation in learning is an internal and external impetus of the students. Those impetus make the students can change their behavior when they are leaning. In general, the indicator of motivation in learning are: (1) there is a feeling and willingness to be success; (2) there is impetus and needs to learn; (3) there is a hope and goal in the future; (4) there is appreciation in learning; (5) there is an interesting activity in learning; and (6) there is conducive learning environment. Many factors can affect students' successful in learning. Motivations of English learners are regarded as one of the most important aspect to determine how far the learner can be success. It was believed that students with higher motivation of learning foreign languages tend to perform better than those who have low motivation Chang (2005).

Motivation is an interest to both teachers and researchers since dozen years because of the crucial role it plays in second language learning and motivation is the crucial force which determines whether a learner starts on task at all, how much energy the learners disgorge to it, and how long they persevere. Thus, motivation is known to be an influential and contributing factor in driving ones to learn language. It is believed that without motivation, even learners with the most notable abilities cannot achieve long-term goals Ushioda (2010).

On the other hand, students can also be extrinsically motivated to engage in an activity when they believe that working on the task will result in desirable outcomes (e.g. reward, good grade, parents' and teachers' approval, avoidance of punishment). Intrinsic motivation usually results in more cognitive engagement than extrinsic motivation (Ryan & Deci, 2000). However, the relationships between intrinsic and extrinsic motivation, engagement and achievement are complex.

Instruction without attention to motivation is useless, Kamil (2003) points out, Motivation and engagements are critical for adolescent readers. If students are not motivated to study, research shows that they will simply not benefit from students' achievement. Motivation is where teachers need to begin. Motivating students is important, without it teachers have no point of entry.

Students' Achievement

Today's Students' Achievement cannot separate from learning activities both of school and outside. The experience of students by developing their ability and learning experiences. The learning achievement is constituted from learning experience that students get in abilities. According to Lufri (2007) the learning achievement is a deed programs, values, understandings, attitude, appreciation, ability and skilled. Students' achievement measures the amount of academic content a student learns in a determined amount of time. Each grade level has learning goals or instructional standards that educators are required to teach. Standards are like a 'to-do' list that a teacher can use to guide

instruction. Students' achievement will increase when quality instruction is used to teach instructional standards.

The ability to learn is obtained through the activities of the child after learning. Learning itself is a process from someone who is trying to obtain a relatively permanent change in behavior. In teaching and learning that are programmed and controlled, the teacher has determined called learning or instructional activities, learning objectives in advance. Children who succeed are achieving learning goals or objectives instructional.

In the same line, Education is widely held to be crucial for the survival and success of individuals and countries in the emerging global environment. This research tries to identify the successful educational and to better understand how such motivated can improve student achievement. There are many variables that can impact successful students' achievement; students' motivation is also part of them. It is important to remember that all students do not learn the same way or at the same rate. Motivation is the most important factor that impact student achievement. Teachers should have strategies to engage student to get high achievement.

One extensive review of the literature related to adolescent literacy Meltzer (2002); Meltzer & Hamann (2004) proposed three practices that teachers can use to motivate students, including English language learners, to read, discuss, and strengthen literacy skills across content areas: making connections to students' lives, thereby connecting background knowledge and life experiences to the texts to be read and produced; creating safe and responsive classrooms where students are acknowledged, have voice, and are given choices in learning tasks, reading assignments, and topics of inquiry that then strengthen their literacy skills; and having students interact with text and with each other about text in ways that stimulate questioning, predicting, visualizing, summarizing, and clarifying, preferably in the process of completing authentic tasks (tasks with a personal purpose or for a larger audience than the teacher).

Adolescent motivation in general is highly variable and is often dependent upon purpose and context, including relationships with peers, parents, teachers, and others. Therefore, a variety of motivational entry points need to be present to spur student engagement with literacy. Content-area classrooms that implement these three practices tend to be well stocked with books, magazines, technology resources, and a variety of other types of texts and materials. The next sections describe what each of these practices looks like in the classroom. Student motivation is an essential element that is necessary for quality education. How do we know when students are motivated? They pay attention, they begin working on tasks immediately, they ask questions and volunteer answers, and they appear to be happy and eager (Palmer, 2007).

3. Method

This research employed quantitative research method. Quantitative research is a study which collects the data presented as number or scores (Sugiono, 2005). The instruments of data collection employed in this research are observation, questionnaire, documentation, and interview. The followings are the questionnaire adopted from Uno (2007).

Table 3.1. Students' Learning Motivation Instrument (Uno, 2007)

Variabel	Indicator	Questions		Total		Σ
		+	-	+	-	
Learning Motivation	1. Adanya hasrat dan keinginan berhasil The existence of a deep desire successful	1,2	3,4	2	2	4
	2. Adanya dorongan dan kebutuhan dalam belajar The presence and needs encouragement in learning	5,6	7,8	2	2	4
	3. Adanya harapan dan cita-cita masa depan The presence of hope and ideals of the future	9,10	11,12	2	2	4
	4. Adanya penghargaan dalam belajar The existence of the award in learning	13,14	15,16	2	2	4
	5. Adanya kegiatan yang menarik dalam belajar The existence of interesting activities in learning	17,18	19,20	2	2	4
	6. Adanya lingkungan belajar yang kondusif The existence of a conductive learning environment	21,22	23,24	2	2	4
TOTAL				12	12	24

Note:

Attitude Statement	VA	A	N	NA	VNA
Statement Positive (+)	5	4	3	2	1
Statement Negative (-)	1	2	3	4	5

Note: The student participants in this study were students of SMPN 12 Muaro Jambi. There were 6 classes for VII grade. This research used Random Sampling technique that is all observed population have an opportunity to become a sample. The sample taken from seventh graders and total number of students participated was 213.

Table 3.1. Total Research Population

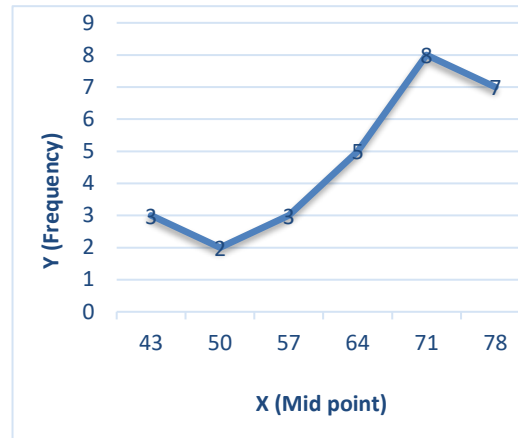
No	Class	Gender		Total
		Male	Female	
1	VII A	22	14	36
2	VII B	21	14	35
3	VII C	21	15	36
4	VII D	21	14	35
5	VII E	22	14	36
6	VII F	21	14	35
TOTAL		128	85	213

4. Findings and Discussions

In this research, student motivation (X) and students' achievements (Y) were correlated to find out the significant influence of X variable toward the Y variable to answer the research questions of this research. The hypotheses of the research were; (Ha) There is a significant influence of students' motivation toward students' achievement and (Ho): There is no a contribution of students motivation towards Students' achievement.

Table 4.1. Frequency Distribution score from Students' Motivation Questionnaire in English lesson of SMPN 12 Muaro Jambi

INTERVAL	f	X	fk +	fk-	M'	X'	f.X'	
75 – 81	7	81,5	28	0	78	1	7	
64 – 74	8	74,5	21	7	71	0	0	
61 – 67	5	67,5	13	15	64	-1	-5	
54 – 60	3	60,5	8	20	57	-2	-6	
47 – 53	2	53,5	5	23	50	-3	-6	
40 – 46	3	46,5	3	25	43	-4	-12	
		40,5	0	28				
		$\Sigma N=28$					$\Sigma N=-22$	



Poligon Variable X

Table 4.2. Calculate Standard Deviasi Variabel X

INTERVAL	f	X	X'	fX'	X' ²	fX' ²
75 – 81	7	78	1	7	1	7
68 – 74	8	71	0	0	0	0
61 – 67	5	64	-1	-5	1	5
54 – 60	3	57	-2	-6	4	12
47 – 53	2	50	-3	-6	9	18
40 – 46	3	43	-4	-12	16	48
	$\sum N$			$\sum fX'$		$\sum fX'^2$
	28			-22		90

$$\begin{aligned}
 SD &= \sqrt{\frac{\sum fx'^2}{N} - \left(\frac{\sum fx'}{N}\right)^2} \\
 &= \sqrt{\frac{90}{28} - \left(\frac{-22}{28}\right)^2} \\
 &= \sqrt{3,214285714 - (-0,785714285)^2} \\
 &= \sqrt{3,214285714 - 0,617346938} \\
 &= \sqrt{2,596938776} \\
 &= 7 \times 1,611502025 \\
 &= 11,28051417 \\
 &= 11,3
 \end{aligned}$$

The Analysis of standard deviation showed significant students motivation in English lesson at SMPN 12 Muaro Jambi. Motivation is recognized as an important factor in health education because it helps the students achieve good academic performance, well-being and satisfaction, and helps them to become good professionals. Based on the data showed that students' motivation is very important.

Table 4.3. Frequency Distribution score from Students Achievement in English lesson of SMPN 12 Muaro Jambi

INTERVAL	f	X	fk +	fk-	M'	X'	f.X'	
75 – 80	6	80,5	28	0	77,5	1	6	
69 – 74	9	74,5	22	6	71,5	0	0	
63 – 68	5	68,5	13	15	65,5	-1	-5	
57 – 62	3	62,5	8	20	59,5	-2	-6	
51 – 56	2	56,5	5	23	53,5	-3	-6	
45 – 50	3	50,5	3	25	47,5	-4	-12	
		45,5	0	28				
$\Sigma N=28$							$\Sigma f.X'=-23$	

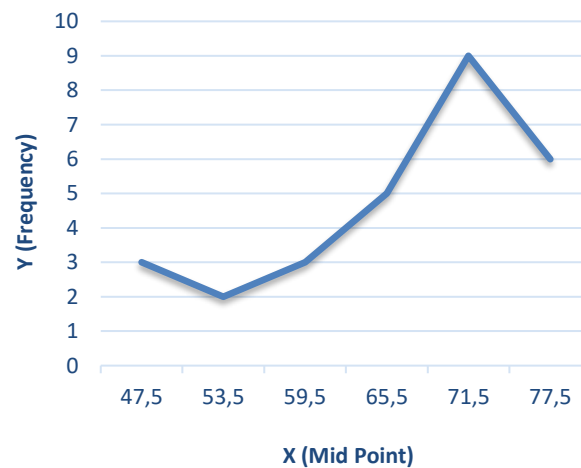
**Poligon Variable Y**

Table 4.4. Calculate Standard Deviasi Variabel Y

INTERVAL	f	Y	Y'	fY'	Y' ²	fY' ²
75 – 80	6	77,5	1	6	1	7
69 – 74	9	71,5	0	0	0	0
63 – 68	5	65,5	-1	-5	1	5
57 – 62	3	59,5	-2	-6	4	12
51 – 56	2	53,5	-3	-6	9	18
45 – 50	3	47,5	-4	-12	16	48
	$\sum N$			$\sum fY'$		$\sum fY'^2$
	28			-23		90

$$\begin{aligned}
 SD &= \sqrt{\frac{\sum fY'^2}{N} - \left(\frac{\sum fY'}{N}\right)^2} \\
 &= \sqrt{\frac{89}{28} - \left(\frac{-23}{28}\right)^2} \\
 &= \sqrt{3,178571429 - (-0,821428571)^2} \\
 &= \sqrt{3,178571429 - 0,674744898} \\
 &= \sqrt{2,503826531} \\
 &= 6 \times 1,582348423 \\
 &= 9,494090536 \\
 &= 9,5
 \end{aligned}$$

The results of the analysis of standard deviation showed significant students achievement in English lesson at SMPN 12 Muaro Jambi.

The Influence of Variable X and Variable Y

To address the second question, about whether there was any significant influence of students' motivation toward student achievement in English lesson or not. Gthe correlational result was presented as follows:

Table 4.5. The Correlation between variable X (Learning Motivation) and variable Y (Students Achievement)

No	X	Y	XY	X ²	Y ²
1	70	70	4900	4900	4900
2	65	65	4225	4225	4225
3	75	80	6000	5625	6400
4	70	70	4900	4900	4900
5	75	80	6000	5625	6400
6	55	60	3300	3025	3600
7	70	70	4900	4900	4900
8	65	65	4225	4225	4225
9	75	80	6000	5625	6400
10	75	80	6000	5625	6400
11	65	65	4225	4225	4225
12	70	70	4900	4900	4900
13	70	70	4900	4900	4900
14	70	70	4900	4900	4900
15	75	80	6000	5625	6400
16	70	70	4900	4900	4900

17	70	70	4900	4900	4900
18	65	65	4225	4225	4225
19	55	60	3300	3025	3600
20	65	65	4225	4225	4225
21	45	50	2250	2025	2500
22	75	80	6000	5625	6400
23	55	60	3300	3025	3600
24	50	55	2750	2500	3025
25	50	55	2750	2500	3025
26	75	70	5250	5625	4900
27	40	45	1800	1600	2025
28	45	50	2250	2025	2500
Σ	1805	1870	123275	119425	127500

The formulation of product moment correlation for respondent less than 30:

$$r_{xy} = \frac{N\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{[N\Sigma x^2 - (\Sigma x)^2][N\Sigma y^2 - (\Sigma y)^2]}}$$

$$r_{xy} = \frac{28.1232257 - (1805)(1870)}{\sqrt{[28.119425 - (1805)^2][28.127500 - (1870)^2]}}$$

$$r_{xy} = \frac{3451196 - 3375350}{\sqrt{[3343900 - 3258025][3570000 - 3496900]}}$$

$$r_{xy} = \frac{75846}{\sqrt{(85875)(73100)}}$$

$$r_{xy} = \frac{75846}{\sqrt{6277462500}}$$

$$r_{xy} = \frac{75846}{79230,43923}$$

$$r_{xy} = 0,957283598$$

$$r_{xy} = 0,96$$

$$df = N - nr$$

$$df = 28 - 2$$

$$df = 26$$

Hypothesis Test

According to table of coefficients correlation “r” Product moment to some df (degree of freedom) looked (appendix). The level of significance as follows:

df = 26 at levels of significant 5% = 0,374

df = 26 at levels of significant 1% = 0,478

Interpretation of Hypothesis:

If $r_{xy} > r_t$ Ha accepted and Ho unaccepted.

If $r_{xy} < r_t$ Ha unaccepted and Ho accepted.

According to the hypothesis and from the table of interpretation Product Moment Correlation (looked Appendix) 0,96 is positive high correlation. The researchers can conclude that “ro” is bigger than “rt”, level of significant 5% or 1% so Ha was accepted and Ho was not accepted. Between variable X and variable Y has significant positive influence, that’s mean Students’ Motivation has a significant influence towards Students Achievement.

Students’ motivation level in students’ achievement was higher than average and did not decrease during educational years. Also, the results showed that external and internal motivation were related significantly toward students’ achievement in English subject learned in schools.

4. Conclusion

The results Motivation is a complex part of human psychology and behavior that influences how individuals choose to invest their time. Motivation is probably the most important factor that teachers can target in order to improve learning. Based on the data, Students motivation toward Students’ achievement in English Lesson at The Seventh Grade of SMPN 12 Muaro Jambi was significantly correlated

In average, all of students has moderate degree of motivation. Motivation is important in learning and the students should realize that. That is good for having moderate degree of motivation, but they still must improve their motivation. By caring of their academic purposes can make them increase their motivation. English teachers could start just by choosing and trying three new possibilities for enriching student motivation. Or, more importantly, teachers could watch themselves and their own behaviors to become self-aware of new understandings about motivation. The students are also hoped to be able to give more attention to the achievement of English lesson in the classrooms. It can help them increase students’ motivation and rise their performance and self-confidence in using English.

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