

**THE INFLUENCE OF LEARNING MOTIVATION TOWARDS ENGLISH
LEARNING ACHIEVEMENTS OF 11TH GRADE STUDENTS
AT SMA N 3 JAMBI CITY ACADEMIC YEAR 2017/2018**

A THESIS

**Submitted as Partial Fulfillment of the Requirement
For the Degree of Sarjana Pendidikan English Education**



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2017

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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that the thesis I write does not contains the work or part of the work of other people, except those cited in the quotations and bibliographies, as a scientific paper should.

Jambi, August 26th, 2017

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MOTTO

*Eat failure, you will know the taste
of success.*

-ME-

DEDICATION

This thesis is dedicated with love and gratitude to :

♥ My bravest superdad

Lim Tjung Ho

♥ My most precious mom

Ida Rahadiyanti.

♥ My chatty chubby sister

Ineke Puspita Halim, SE.

♥ My skinny little brother

Ricardo Raharja Eka Putra Halim.

ACKNOWLEDGEMENTS

Praise and pray that ALLAH SWT has given the gift of his grace and the researcher can finish a thesis entitled “The Influence of Learning Motivation Towards English Learning Achievements of 11th Grade Students at SMA N 3 Jambi City Academic Year 2017/2018”. Success in preparation of this thesis can not be separated from the help of various parties.

Many people deserve special recognition for their invaluable help in accomplishing this thesis. I own enormous debts of gratitude to several people. So, it is an excellent opportunity to acknowledge my warm, thanks for the following remarkable figure :

1. H. Abdoel Gafar, S.Pd, M.Pd. as Dean of the Faculty of Teacher Training and Education of Batanghari University.
2. Dra.Hj. Wennyta, M.Pd as The Head of English Education Program and also as my first advisor, thank you for the support,time, advice and sincerity so I can finish my research well.
3. The second advisor, Khidayatul Munawwaroh, M. Pd. who has been willing to take the time to guide this thesis and giving the researcher her kindness.
4. All lectures in English Education Program Teacher Training and Education Faculty who have provide the science and education are very significant.
5. Mas Defri and Mba Sum who helped the researcher due to the administrative requirements to finish this thesis.
6. The best appreciation is for my family. Lim, my dad who always stands at the front line for his daughter. Ida, my mom who lives so far from me, she never stops loving me even the distance is between us. Ineke, my chatty sister and Aldo, my little brother, as my spirit to do my activities. Thanks to their prayer, support, patience, guidance and contribution, i love them.

7. For all of my besties, i really lucky to have you guys. Adel Jenner, Mak Nena, Mba Icha, Walsa kicimiti, Uda Can Hendri, Hendra Batak, Triantok Kim Bum, Sara, Chantika and Rezky the Freak. Thank you for the time, I really appreciate our friendship. I hope it will last forever.
 8. All my students at SMA N 3 Jambi City who helped the researcher to complete the data needed to finish this research.
 9. All of my friends in academic year 2013 to batch, thank you very much.
- Finally, as human being, the researcher realizes that there must be weaknesses in my thesis. Therefore any constructive criticism is welcome for the improvement of this thesis.

Jambi, August 26th, 2017

The Researcher

Intan Aprilia Tamara Halim

ABSTRACT

Intan. Aprilia. T.H. 2017. *The Influence of Learning Motivation Towards English Learning Achievements of 11th Grade Students at SMA N 3 Jambi City Academic Year 2017/2018*. Sarjana Thesis. English Educational Study Program. Faculty of Teacher Training and Educational Sciences. Batanghari University of Jambi. Advisor I: Dra. Hj. Wennyta, M.Pd. Co-advisor: Khidayatul Munawwaroh, S.Pd, M.Pd.

Keywords: Learning motivation, English learning achievement

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*.

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CHAPTER I

INTRODUCTION

1.1 Background of The Research

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.

Education is a fundamental thing for people. Without education, human would not develop like today, because education is a process of potential development inside a man. In education there is also guidance and individual experience, so that students may become a useful person for him/herself as an individual who has been through education and citizen as place of family interaction, nation, and country as the living place for student itself.

Constitution of Republic Indonesia No. 20/2003 about National Education System stated that: "Education is an effort and plan to implement learning atmosphere and learning process to make students actively develop his/her potential to make religion spiritual power, self-control, character, intelligence of noble manners, and skill needed by themselves, social, nation and country".

Based on the constitution above, there are two kinds of education; they are formal and informal education. Talking about formal education which means as something compulsory, school is the only kind of formal education. There are

some phases which must be passed by the children in Indonesia, they begin to learn from kindergarten, elementary school, junior high school, and the last is high school. When the students pass each level of the formal education, they will get certificate to continue their study to the next level. When students are graduated from junior high school, then they have to continue their study to high school. High school in Indonesia is separated into two kinds of school; first is senior high school, where students learn subjects in general; second is vocational high school, where students learn subjects based on the department that they choose.

The function of national education is to develop abilities and create prestigious character in order to educate national living, develop students potential so they can be devout to Almighty God, have noble character, healthy mind, have knowledge, skillful, creative, independent and be democratic citizens with all responsibilities.

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 a strong 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.

Based on the results of preliminary observations conducted by researchers at SMA Negeri 3 Jambi City, obtained information has been conducting school guidance and counseling program that is planned and well conceived to improve student learning motivation to abide by all the rules in participating in learning activities at school. It is well known that SMA N 3 Jambi City is one of the best senior high school and also one of the most favourite senior high school in Jambi City. As one of the best school, of course it has high standard in learning, discipline, and many other aspects, what the researcher expects is contrary with the reality. In fact, there are students who do not obey the rules of the school as it comes late, wearing sloppy, shows bad attitudes and did not mean it in learning. The researcher knows that not all students do the same thing, but in so many case those things mentioned happened even the school has good facility to facilitate students' learning activities such as, laboratory, library, sport field and equipments, etc.

This is why the researcher want to know the reason from the respondents in this research. There must be factors that make the students did not mean it in learning. Therefore, the introduction of the effect of giving motivation learned in an effort to improve student achievement expected can help schools and teachers in implementing the learning motivation to students.

It is expected that by doing research on students' motivation in learning will give knowledge to schools and teachers about the influence of learning motivation to improve student achievement. In addition to the application of

motivation learning by schools and teachers to improving learning achievement, motivation to learn also be implanted to students, but not all students are motivated to succeed in learning and achieving maximum performance. So that there are students who have grades above average and students who have just reached the standard value pass. So that with quiet study does influence the motivation to learn, will provide knowledge to the teachers and students to continue to keep motivation to learn in order to achieve maximum performance. It is considered that motivation to learn gives a positive influence on student achievement in learning. Based on the background above, it is necessary to do more research on *“The Influence of Learning Motivation Towards English Learning Achievement of 11th Grade Students at SMA Negeri 3 Jambi City Academic Year 2017/2018”*.

1.2 Formulation of The Problem

Based on the background above, the problem formulation is How is the influence of learning motivation towards English learning achievement of 11th grade students at SMA Negeri 3 Jambi City?

1.3 Purpose of The Research

The purpose of this research is to find out the influence of learning motivation towards English learning achievement of 11th grade students at SMA Negeri 3 Jambi City.

1.4 Benefit of The Research

1.4.1 Theoretical Benefit

This research is expected to contribute ideas and reference or just to share knowledge for more research about the world of education.

1.4.2 Practice Benefits

a. For School

For school, this research is a contribution as information and knowledge about the influence of discipline learning and learning motivation on learning achievement.

b. For Teachers

The result of this study will help the teachers to increase students' motivation in learning so it can also increase the result or the achievement of learning.

c. For Students

For students, this research can enrich their knowledge in learning activities, it tells how to increase the motivation in learning and also the factors, at the end of the result students' will gain maximum achievements.

d. For Researcher

For the researchers who want to conduct research related to learning motivation and learning achievement, this research can give more knowledge about the influence of learning motivation towards learning achievement.

1.5 Research Variables

In the research, there must be variable as the basic thing that determined by the researcher to be researched. According to Sugiyono (2012:38), Research Variable is everything in so many forms stated by the researcher to be learned until he can get information from it, and get conclusion. Based on Sugiyono (2012:39), two variables in this research, will be explained below :

1.5.1 Kinds of Variables

1. Independent Variable

Independent Variable is variable which can affect or cause a change of dependent variable. In this research, the independent variable is learning motivation (X). The indicators for this variable are :

1. The ideals or students' aspiration.
2. Students' ability.
3. Students' physical condition.
4. Class condition.
5. Dinamic elements in learning.
6. Teachers' effort in teaching students.

2. Dependent Variable

Dependent Variable is variable which is affected by independent variable or caused by independent variable. In this research, the dependent variable is learning achievement (Y) which is documentation.

1.5.2 Operational Definition of Variables

1. Influence of Learning Motivation

This variable means students' motivation in learning to reach maximum achievement in learning. Because high motivation to be succeed can support students in learning. The indicators to measure learning motivation are aspire and aspiration, students' abilities, students' condition, students' environment, teachers' effort in teaching students.

2. Learning Achievement

Learning achievement means the learning result in form of learning evaluation during the students follow the learning activities at school. The learning achievements is gained from teachers' evaluation after giving the whole learning material at school for one semester.

1.6 Basic Assumption

The basic assumption of this research is a fundamental concept in developing thinking about the problem to be examined by the researcher that can lead to be solution in problem. The basic assumption of this research is :

“There is significant influence of learning motivation towards English learning achievement of 11th grade students at SMA Negeri 3 Jambi City”.

1.7 Hypothesis

According to Sugiyono (2012:64) hypothesis is a temporary answer to the formulation of research problems, where the formulation of research problem has been expressed in the form of a question sentence. Said temporarily, because the answer given is based on a relevant theory, not yet based on empirical facts obtained through data collection. So the hypothesis can also be expressed as a theoretical answer to the formulation of research problems, not an empirical answer. In relation in objective of the research, the researcher formulated two hypotheses:

Ho : there is no significant influence of learning motivation towards English learning achievement.

Ha : there is a significant influence of learning motivation towards English learning achievement.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theories of Learning

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. A lot of experts in this field define the learning in deeper meaning, to understand more, the researcher quotes some definition of learning from the experts below.

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

Commenting on Wittrock's definition, Good and Brophy in Pyhe (1997 : 3) presages that the exclusion of behaviour would lead to new ways of measuring learning :

“Learning is an internal, cognitive event that cannot be equated with observable performance. It is true that learning produces changes in capacity for performance, and that we must observe changes in performance in order to infer that learning has occurred....Nevertheless, the performance potential acquired through learning is not the same as its reproduction or application in any particular performance situation.”

From the experts definition above, the point is learning occurs as a result of an individual's experience and the active construction of knowledge and processing an information.

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 addition, Daryanto (2010: 54) quotes some experts' opinion about learning, as shown below:

1. In educational psychology book, learning is shown by a change in behaviour as result of experience (Cronbach, 1954, p. 47 in Daryanto).
2. Learning is to observe, to read, to imitate, to try something themselves, to listen, to follow direction (Spears, 1955, p. 94 in Daryanto).
3. Learning is a change in performance as a result of practice (McGeoh in Skinner, 1958, p. 109 in Daryanto).
4. Learning is process by which an activity originates or is changed through training procedures (whether in the laboratory or in the natural

environment as distinguished from change by factors not attributable to training) (Hilgard, 1948, p. 4 in Daryanto).

From the experts' definitions above, it can be concluded that learning is a transition process in someone and can be seen from the behaviour like habit, knowledge, attitude, skill and thinking ability. The process here means become better and well improved as the result of getting the learning effort. Everyone gets learning experience whenever they go through something meaningful to themselves.

2.1.1 Factors of Learning

After knowing the definition of learning, the researcher relates the definition of learning to factors of learning, factors of learning can stimulate students to learn more and give positive impact. The factors of learning are written by Daryanto (2012:36-50), there are two main factors which affect the learning :

A. Internal Factor

In the internal factor, it is divided into three sub-factors:

1. Physical Factor (Health and disability).
2. Psychology Factor (Intelligence, attention, interest, skill, motive, maturity and readiness).
3. Tiredness Factor.

B. External Factor

In the external factor, it is divided into three sub-factors:

1. Family (parent education, family relation, home atmosphere, economic condition, parent understanding and cultural background).

2. School (teaching method, curriculum, teacher-students relation, student-student relation, school discipline, teaching media, school time, learning standard, building, learning method and homework).

3. Social (social activity, mass media, soacial living form).

Factors mentioned above can give motivation to students to learn more and give better result to their learning achievements.

2.2 Theories of Learning Motivation

The origin of motivation word is from Latin *movere*, which means movement or stimulation to move. Motivation has important role of someone's success. Motivation and learning are two things which affect one another. Learning motivation appears from internal factors and external factors, but as reminder, both factors are caused by current stimulation, so a person want to do learning activity more active and energetic.

There are many experts who give the definition of motivation. Sabri in Suparman (2002 : 50) states motivation is everything that become behaviour stimulation to make someone do effort to fullfil their needs. Aldelfer in Nashar (2004 : 42) give definition of learning motivation is students' willingness in doing learning activity to gain the best learning achievement. As also quoted by Nashar (2004 : 42) , Maslow states that learning motivation is a need to develop optimum skill, so he/ she can do better thing, be success and creative. Gottfried in Emily(2011) defines academic motivation as “enjoyment of school learning characterized by a mastery orientation; curiosity; persistence; task-endogeny; and the learning of challenging, difficult, and novel tasks”.

Learning motivation is internal and external stimulation that cause an individual do something to reach goal, so the change happens. It has connection with the essence of learning motivation, as written by Uno (2008 : 23) “ Motivation is internal and external spirit in students’ who are doing learning to make behaviour change, and usually there are some indicators or supporting elements”.

According to Sardiman (2012) says that motivation can be considered as the overall driving force in students that lead to learning activities. Learning motivation of students in the education is important. Motivation increases the performance of learning. It provides energy and and gives effect on students’ success.

According to Brown (2001), motivation is a factor of high or low of the goal. Students who have high motivation is indicated by some characters, such as, initiative, diligent and active in learning, uneasy to be satisfied, punctual and discipline, always try to learn to get best result. Motivation is seen as a mental impulse that drives and directs human behaviour, include learning behaviour. Motivation has a willingness to activate, mobilize, channel and direct the attitude and behaviour of a learner.

The characteristics of motivation, especially in motivation to learn that of the individual, according to Sardiman (1992 : 82-83) argues, among others :

1. Diligently doing the task.
2. Strong willingness to act.
3. The amount of time available for study.
4. Willingness to leave obligations / other tasks.

5. Careful in facing difficulties.
6. Show interest in all kinds of adults problems.
7. Prefers to work independently.
8. Can sustain his opinion.

There are several characteristics of the students who have high motivation to learn. It can be recognized in the process of teaching and learning in class, as proposed by Brown (1981 : 52) as follows : interest on teachers, it means not hating ot not being care, interested in the subject, have a high enthusiasm and controlling attention primarily to teachers, always wanted to join a group class wants her identity recognized by others, actions, habits and moral is always the dick yourself, always remember the lesson and learn it back and always controlling by the environment.

According to Sudjana in Suparman (2002 : 50) there are two kinds of motivation :

1. Intrinsic motivation which appears from an individual without any stimulation from outside.
2. Extrinsic motivation which comes from outside, such as presents, compliments, etc.

There are two aspects of learning motivation theory proposed by Santrock (2008), namely :

1. Extrinsic motivation is to do something to get something else (how to achieve the goal). Extrinsic motivation is often influences by external incentives such as rewards and punishments. For example, a student study hard to get good mark in the exam. There are two functions of

the gift, that as an incentive to want to do the work, where the goal is to control the behaviour of students.

2. Intrinsic motivation is internal motivation to do something for the thing itself (an end in itself). For example, students study for exam because she/he likes the subject tested. Students are motivated to learn when they are given a choice, a happy face challenge that suit the abilities, and rewarded that contain informational value but is not used to control, and for example, the teacher gives praise to the students.

There are two types of intrinsic motivation, namely :

1. Intrinsic motivation is based on self-determination and personal choice. Students want to believe that they are doing something for their own accord and not because of the success or external rewards. Intrinsic interest of students will increase if they have a choice and opportunity to take personal responsibility over their learning.
2. Intrinsic motivation is based on an optimal experience. Most optimal experience occurs when people feel able and concentrate full-time doing an activity and engage in the challenges they think is not too hard but not too easy.

There is also another concept in the field of motivation introduced by Ryan & Deci (2000), the most fundamental difference is between intrinsic motivation and extrinsic motivation. Intrinsic motivation is the eagerness and interest to do and take part in some certain activities because an individual feels that they are attractive and pleasant. According to Wingkel (1987 : 94) argues as

follows : “intrinsic motivation is initiated and continued learning, based on the appreciation of a need and urge that absolutely related to the learning activity”. For example, students want to know the ins and outs of problem as complete.

Wingkel (1987 : 94) argues as follows : “extrinsic motivation is learning activities initiated and passed, based on the needs and drives that are not absolutely in relation to their own learning activities”. For example, students diligently to obtain the prize that were promised to him. According to Pintrich & Schunk (1996) to come to the point, intrinsic motivation is a motivation to do an activity because of itself. In fact, the individuals who are intrinsically motivated to do and practice the activities and works because they feel that those activities are enjoyable. Extrinsic motivation, on the other hand, is motivation to do a work or an activity as a means or way to achieve a target. Those who are extrinsically motivated perform and do affairs as they think that their contribution will cause enviable results like a reward, teacher’s admiration, or evasion (prevention) of punishment.

To summarise, the researcher concludes that learning motivation is psychology condition which affect student to learn seriously, full of concentration, and can select the activities. Motivation inside the student gives strength and become guidance to student itself, so learning achievement can be gained easily. Higher motivation means easier learning achievement to get.

2.2.1 Function of Learning Motivation

Motivation has a tight connection with success. Learning motivation as psychological energy can rise the passion and students’ spirit. Learning

motivation must be owned by all students because it has many functions.

Suparman S. (2002 :52) in his book states the positive function of motivation :

1. as booster to do and to reach the goal.
2. as guidance to reach the goal.
3. as act filter, motivated person will be selective and stay focus on the goal.

Uno (2008 : 27) explains there are important roles of learning motivation, they are “determine things as learning reinforcement, clarify learning goal which is as the goal, determine kinds of control towards learning stimulation and determine learning diligence”.

In brief, learning motivation has role in learning, as pyhsical movement in students, give passion, as self controller towards learning stimulation and learning diligence.

2.2.2 Indicator of 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 Dimiyati 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 environment, living environment, 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 environment.

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.

From the explanation above, the researcher summarises that the elements that can affect learning motivation are ideals or students' aspiration, students' ability, students' physical condition, class condition, dynamic elements in learning, and teachers' effort in teaching students. Those elements mentioned above practically can increase students' learning motivation from intrinsic or extrinsic of the students.

2.3 Theories of Learning Achievement

One definition of achievement can be found in the Dictionary of Education quoted by Pyhe (1997 : 4) achievement is defined as (1) accomplishment or proficiency of performance in a given skill or body of knowledge; (2) progress in school. Academic achievement is defined as "knowledge gained or skills developed in the school subjects, usually designated by test scores or by marks assigned by teachers, or by both.

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.

According to Keller in Nashar (2004 : 77), learning achievement is the change from internal input like motivation and hope to be succeed and input from environment like motivational management give no effect towards the effort from students to get the goal. Based on the definition from Gagne, Jenkins and Unwin, and Keller, it can be concluded that learning achievement is learning experience which is get by students in form of current ability.

2.3.1 Factors Affecting Learning Achievement

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, 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.

2.4 How Motivation Affects Learning

According to Ormrod (2008) motivation has several effects on students' learning, like in the following:

1. Motivation determines the specific goals toward which learners strive (Maehr & Meyer, 1997; Pintrich et al., 1993 in Ormrod, 2008). Thus, it affects the choices students make—for instance, whether to enroll in

physics or studio art, whether to spend an evening completing a challenging homework assignment or playing videogames with friends.

2. Motivation leads to increased effort and energy. Motivation increases the amount of effort and energy that learners expend in activities directly related to their needs and goals (Csikszentmihalyi & Nakamura, 1989; Maehr, 1984; Pintrich et al., 1993 in Ormrod, 2008). It determines whether they pursue a task enthusiastically and wholeheartedly or apathetically and lackadaisically.
3. Motivation increases initiation of and persistence in activities. Learners are more likely to begin a task they actually want to do. They are also more likely to continue working at it until they've completed it, even if they are occasionally interrupted or frustrated in the process (Larson, 2000; Maehr, 1984; Wigfield, 1994 Ormrod, 2008). In general, then, motivation increases students' time on task, an important factor affecting their learning and achievement (Brophy, 1988; Larson, 2000; Wigfield, 1994 in Ormrod, 2008).
4. Motivation affects cognitive processes. Motivation affects what learners pay attention to and how effectively they process it (Eccles & Wigfield, 1985; Pintrich & Schunk, 2002; Pugh & Bergin, 2006 in Ormrod, 2008). For instance, motivated learners often make a concerted effort to truly understand classroom material—to learn it meaningfully—and consider how they might use it in their own lives.
5. Motivation determines which consequences are reinforcing and punishing. The more learners are motivated to achieve academic success,

the more they will be proud of an A and upset by a low grade. The more learners want to be accepted and respected by peers, the more they will value membership in the “in” group and be distressed by the ridicule of classmates. To a teenage boy uninterested in athletics, making or not making the school football team is no big deal, but to a teen whose life revolves around football, making or not making the team may be a consequence of monumental importance.

6. Motivation often enhances performance. Because of the other effects just identified—goal-directed behavior, effort and energy, initiation and persistence, cognitive processing, and the impact of consequences—motivation often leads to improved performance. As you might guess, then, students who are most motivated to learn and excel in classroom activities tend to be our highest achievers (A. E. Gottfried, 1990; Schiefele, Krapp, & Winteler, 1992; Walberg & Uguroglu, 1980 in Ormrod, 2008). Conversely, students who have little interest in academic achievement are at high risk for dropping out before they graduate from high school (Hardré & Reeve, 2003; Hymel et al., 1996; Vallerand, Fortier, & Guay, 1997 in Ormrod, 2008).

2.4 Previous Studies

Description of the theories and relevant research result outline the theories in the research results in form of concept and variables as well as its definition, assumptions, and relationships between variables in accordance with the title of the research to clarify (affirm) what will be examined. To avoid duplication, the researcher searches the previous studies :

Choosri and Intharaksa from Songkla University Thailand in 2010 did a research with the title “*Relationship Between Motivation and Students’ English Learning Achievement: A Study of the Second – year vocational certificate level Hatyai Technical College Student*”. The subjects were 140 second-year vocational certificate students in electronics technology program and building construction program, Hatyai Technical College in the first semester of the Academic Year 2010. The instruments used for data collection were a questionnaire and an in-depth interview. Findings from this study indicated that the motivation of students with high and low achievement were at high levels. There were no significant differences of motivation between the high and low achievement group. The participants mentioned that they have studied English in order to be successful in their future education and career and instrumental motivation was found to have more impact on students than integrative one.

Kitjaroonchai & Kitjaroonchai (2012) in the journal with the title “*Motivation Toward English Language Learning of Thai Students Majoring in English at Asia-Pacific International University*”. With total sample was 137 (62 male and 75 female) English major Thai students of Asia-Pacific International University at different levels from first year to fourth year. This research journal was aimed to investigate the types of motivation toward the learning of English language and the correlation between the students’ learning motivation and the academic achievement (GPA). This research journal was using a modified motivational survey adapted from Gardner’s Attitude / Motivation Test Battery (AMTB) and an open-ended question. The findings revealed that the students had high levels of motivation. The investigation also demonstrated that there was a

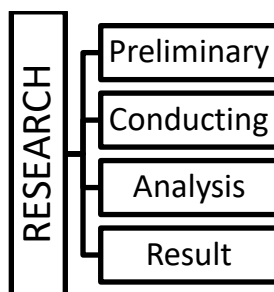
significant positive relation between students' learning motivation and their academic achievement (GPA).

Jaelani (2011) did a research with the title " The Effect of Learning Motivation Towards Learning Outcomes at IV Grade Students of SDN 05 at Parung District". With total population was 60 students of IV grade at SD N 05 academic year 2010-2011 at Parung district and took 44 samples from Solvin formulation and taken by proportion random sampling. The research shows that The results showed that the motivation of learning in the fourth grade students SDN Waru 05 Parung in the category enough. Learning outcome less satisfactory results seen from the results of questionnaire analysis is spread there are many indicators that stated enough learning results and also reinforced from the list of values which still exist. The value is below 7 for all subjects. The amount of learning motivation that affects the outcomes of fourth grade students SDN Waru 05 Parung is 29.766% while 71.34 influenced by other factors not examined by researchers due to limited funds, time and ability. Based on the results of the above research, it can be concluded that there is a significant influence of learning motivation on the results of fourth grade students of SDN Waru 05 Parung.

Of the three previous studies above, there are similarities with the research that will be conducted by the researcher, namely *The Influence of Learning Motivation Towards Learning Achievement of 11th Grade Students at SMA N 3 Jambi City*. With the variables mentioned above, the researcher will do deep research by using questionnaire. The different from the three previous studies above is the researcher will use the students' rapport documentation as the source. The validity, reliability and the significance also will be counted by using SPSS

and the result will be accurate. The result of this research will be very useful as guidance for students, teachers and also school to develop more the ability of the stakeholders to make the education develop by motivating the students and push them to have good skill and achievements in learning.

2.5 Conceptual Framework



First, the researcher did the preliminary observation during PPL period in the last semester for about 3 months at SMA N 3 Jambi City. In the observation, the researcher not only taught English lesson to the students, but also had a change to see the problem occurred to the students related to the motivation of the students like the background in chapter one. Then, the researcher wants to know the influence of the motivation towards achievement by making the questionnaire from the indicators of both variable in the picture below.

The questionnaire is enclosed questionnaire with 20 items. In conducting the research, the researcher spreads the questionnaire to the students and explains to them how to answer it. Five options in the questionnaire will guide the students to the real condition of the students in learning. After the students complete filling the questionnaire, then the researcher will collect the questionnaire.

Third, after the conduction is succeed, is doing the analysis of the data. The questionnaire as the data will be analyzed by using Likert's scoring system. Then, matching up the result of the questionnaire with the students' English mark

in the raport book. To see if the variable x has influence towards variable y, the researcher will use statistic t-test formulation for simple regression test in SPSS.

The researcher hopes that the result of the research will show significant result. There will be significant influence of learning motivation towards English learning achievement at school.



Learning motivation is important for students. Some function of motivation in learning are as booster to do and to reach the goal, as guidance to reach the goal, as act filter, motivated person will be selective and stay focus on the goal. The statement from Cokley, Barnard, Cunningham & Motoike (2001) should be underlined that “Learners with integrative orientation (motivation) show great interest in English, put much effort into English learning, have a high academic self-concept. In learning process, motivation is one factor that can lead students to reach the goal of learning.

The indicators of learning motivation are the ideals or students’ aspiration, students’ ability, students’ physical condition, class condition, dinamic elements in learning and teachers’ effort in teaching students. Those mentioned above can give information about the level of students learning motivation. Intrinsic and extrinsic motivation affect the result of students learning as the goal of learning.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

Research design of this research was quantitative design. According to Sugiyono (2012:8) quantitative research is research method based on philosophy of positivism used to research on population or a particular sample. The method was survey method because this research was aimed to get data from current place which was naturally created; the researcher will do treatments like spreading questionnaire, test, structured-interview and etc (the treatment is not like experimental method) based on Sugiyono, (2012:6). In this research, the researcher used questionnaire to get the data and also needed documentation to help the researcher do the research.

3.2 Population and Sample

In Sugiyono (2012:80), Population is generalisation area which is consist of : object/subject which has current quality and characteristic that is stated by the researcher to be studied and taken the conclusion from it. According to Arikunto (1998:115), population is whole research subject. From both experts above, the researcher concluded that population is the whole number of unit analysis that the characteristic can be estimated.

The population in this research was 11th grade students of Science classes. Total of the students was 269 students and divided into 7 classes. The reason why the researcher chose the 11th grade was because the 11th grade students had passed two semesters at senior high school and they had got in touch with the school activity and the result from the activities, in addition they also have got the

experience from the school rules and discipline as new school members, so they could make the difference from their former school.

Table 3.1 Population of The Research

Class	Number of Students
XI MIA 1	40
XI MIA 2	39
XI MIA 3	40
XI MIA 4	40
XI MIA 5	40
XI MIA 6	40
XI MIA 7	30
<i>Total Population</i>	269

Source : Administration Office of SMA N 3 Jambi City

How the researcher took sample from the population was by using random sampling. According to Santoso (2007 : 49), random sampling is every unit or individual population who has the same probability to be a sample. The researcher used simple random sampling, lottery was used by the researcher to take the sample. From 7 classes, it was chosen class XI MIA 6 with 40 students.

3.3 Technique of Data Collection

Technique of data collection in this research was using questionnaire and documentation. Questionnaire used to get the data about learning motivation and learning achievements. Sugiyono (2012 : 142) states that questionnaire is technique of data collection by giving number of questions or written questions to the respondents to be answered. This technique was used in SMA N 3 Jambi City in order to get the information about learning motivation.

Questionnaire that was used 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. The researcher spread the questionnaire to the students in the class room, after that, the researcher explained the way to answer the questionnaire. After the students finished answering the questionnaire, then the researcher managed the data and counted each data as information to be measured.

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. After the researcher calculated the data and then the researcher matched the result from questionnaire and students' rapport in English subject. This technique was intended to find the influence of learning motivation towards learning achievement.

3.4 Instrument of The Research

In this research, the researcher tried to collect the data needed by using closed questionnaire, this table below will show the specification of the questionnaire as the instrument that used in the research.

Table 3.2 Specification of Questionnaire

Indicator	Description	Items
Learning Motivation	The ideals or students aspiration	1,2
	Students ability	3,4,5
	Students' physical condition	6,7
	Class condition	8,9
	Dinamic elements in learning	10,11
	Teachers' effort in teaching students	12,13,14

Source: Dimiyati & Mudjiono

3.5 Validity and Reliability of The Research

This research used a quantitative research approach that needs to explain the result of the data analysis, validity, and reliability of the instrument.

3.5.1 Validity of The Research

The instrument is said to be valid means that the instrument can be used to measure what is to be measured. Validity of the research also made to find out wheter the content is appropriate with the goal of the research that will be taken from the research sample or not. In Santoso (2007 : 84), Validity test of the instrument's items to determine the validity of variable with interval or ratio data for variable is using product moment correlation by Karl Pearson. This is the formulation of product moment correlation :

$$r_{xy} = \frac{N \sum XY (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

r_{xy} : Coefficient validity

N : Total respondents

X : Total score of each item from each individual

Y : Total score from each variable

Valid test on instrument in this research is using *SPSS for Windows Version 16* with criteria decision below:

1. If $r_{count} \geq r_{table}$ in significant level $\alpha = 0,05$, the item is valid.
2. If $r_{count} \leq r_{table}$ in significant level $\alpha = 0,05$, the item is not valid.

The trial items questionnaire applied to 40 students of class 11th MIA 5 at SMA N 3 Jambi City on Saturday, July 22nd. 2017 at 09.00 to 09.30. From 20 items tested statements of validity, there are 14 valid items and 6 invalid items, is like in the table as follows :

Table 3.3 Validity Index

VALID	INVALID
1,2,4,5,6,8,9,11,13,15,16,18,19,20	3,7,10,12,14,17

The items were tested by using *SPSS for Windows Version 16*. In the SPSS test, the lowest of r_{table} is 0,320 based on the rule stated by Masrun in Sugiyono (2012 : 133) that the table is seen from total respondents – 2, in this research there are 40 respondents and it means $40-2 = 38$. So, the researcher is using r_{table} 38 for 40 respondents and get 0,320 as the minimum score of validity test. Masrun in Sugiyono (2012 : 134) also states items which has positive correlation with total score criterion and high correlation shows that the items has

high validity too. Usually, the minimum standard is $r = 0,3$. If it is less than $0,3$ it means that the items in the instrument is not valid.

3.5.2 Reliability of The Reseach

Reliability test is intended to determine whether the instrument is credible as a means of collecting data so that revealing the data are to be believed. In Arikunto (2004:239) to find the reliability in this research, the researcher uses Alpha formulation to find the instrument reliability which the score is not one and zero.

$$r_{11} = \frac{k}{k-1} \times \left\{ 1 - \frac{\sum S_i^2}{S_t} \right\}$$

r_i : Coefficient reliability

k : Total items

$\sum S_i$: Total variant score of each item

S_t : Total variant

Table 3.4 Reliability Statistics Result

Reliability Statistics	
Cronbach's Alpha	N of Items
.815	20

The result of the reliability test showed $0,815$ score which means the reliability of the questionnaire as the instrument in this research is highly reliable like described in the table below:

Table 3.5 Reliability Index

RELIABILITY INDEX	CLASSIFICATION
0,00 – 0,199	Very Low
0,20 – 0,399	Low
0,40 – 0,599	Average
0,60 – 0,799	High
0,80 – 1,000	Very High

Source : Sugiyono (2012:184)

3.6 Technique of Data Analysis

3.6.1 Data Analysis

In this research, the researcher will conduct the research at the 11th grade students of MIA 6 which consists of 40 students in SMA N 3 Jambi City. The data will be collected by using enclosed questionnaire and documentation. After the research is done, these are the steps that will be conducted by the researcher to analyze the data.

After the questionnaire fully completed by the students, then the researcher will analyze the result of the questionnaire by determining the criteria of the scoring and summing them. The scoring system in calculating questionnaire data is using Likert's Scale (Sugiyono : 93) with five scoring system, shown in the table below :

Table 3.6 Likert's Scoring System

ANSWER	SCORE
Always	5
Often	4
Sometime	3
Seldom	2
Never	1

Source : Sugiyono (2012:93)

To describe each item of the questionnaire, the researcher used:

a. Percentage

$$P = \frac{f}{n} \times 100\%$$

P = Percentage

f = Frequency

n = Total Respondents

b. Total Score

$$\Sigma = \frac{(A \times 5) + (O \times 4) + (S \times 3) + (R \times 2) + (N \times 1)}{5}$$

A = Always frequency

O = Often frequency

S = Sometimes frequency

R = Seldom frequency

N = Never frequency

c. Mean

$$\bar{X} = \frac{\Sigma fw}{n}$$

f = Frequency

n = Total Respondents

d. Respondent Achievement Level (RAL)

$$RAL = \frac{Mean}{5} \times 100\%$$

With criteria of respondent achievement level below:

Table 3.7 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%

Source : Lubis (2011:87)

3.6.2 Normality Test

Normality test was used to find whether the data was distributed normally or not. The normality test was using *Kolmogorov-Smirnov* based on Sugiyono (2012:151). The normality test in this research was using *SPSS for Windows Version 16* with criteria below:

1. If sig. value of *Kolmogorov-Smirnov* test $> \alpha = 0,05$, the data distribution is normal.
2. If sig. value of *Kolmogorov-Smirnov* test $< \alpha = 0,05$, the data distribution is not normal.

3.6.3 Simple Regression Analysis

Simple regression analysis was used to see the linear correlation between independent variable (X) and dependent variable (Y). In Sugiyono (2012:188) the formulation of simple regression analysis is:

$$Y' = a + bX$$

Y' = Predicted Value

a = Constanta

b = Regression Coefficient

X = Value of Independent Variable

3.6.4 Hypothesis Test

In this research, the hypotheses were proofed by *t-test* in *SPSS for Windows Version 16* to see the influence of both variable, whether it is significant or not. In Sugiyono (2012:178) the formulation of *t-test* is:

$$t = \frac{\bar{x} - \mu_0}{\frac{s}{\sqrt{n}}}$$

t = t count value

\bar{x} = Mean

μ_0 = Value hypothesis

s = Standard sample deviation

n = Total sample

with criteria decision below:

1. If $t_{\text{count}} > t_{\text{table}}$, H_0 rejected means there is positive influence of independent variable towards dependent variable.
2. If $t_{\text{count}} \leq t_{\text{table}}$, H_0 accepted means there is no positive influence of independent variable towards dependent variable.

CHAPTER IV

FINDINGS AND DISCUSSIONS

4.1 Findings

In this chapter, the researcher revealed the data based on the research conducted at school during the research period. The data shown below gave the information about the learning motivation level and the influence towards the learning achievement.

4.1.1 Questionnaire

The questionnaire was conducted on Tuesday, July 25th, 2017 at 07.00 in XI MIA 6 class with 40 students in academic year 2017/2018. The enclosed questionnaire with five options to be chosen by the respondents was calculated manually to find the percentage of each item. It was calculated by the formulation adapted from Likert's Score written in the previous chapter. The questionnaire items were categorized into levels which adapted from respondents achievement level as written in the previous chapter too. The total question for this research was 14 that represented six indicators of learning motivation based on Dimiyati and Mudjiono in Suparman (2002).

The researcher made the table to show the result of the questionnaire answers, the percentages and the categories below and after that will be discussed in the discussion part in this chapter.

Table 4.1 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	
3	Students' physical condition	6	20	13	5	2	0	85,5	Good
		7	18	15	7	0	0	85,5	Good
Indicator's mean							85,5	Good	
4	Class condition	8	5	17	14	3	1	71	Enough
		9	12	18	7	3	0	79,5	Enough
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	

Table 4.2 Students' English Rapport Grades and Questionnaire Scores

N O	Subjects	Question naire Score	Rapport Score	N O	Subjects	Question naire Score	Rapport Score
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
6	RDS	60	90,9	26	TRA	56	88,3
7	RAP	49	88	27	TAP	57	86,7
8	NAA	56	90,1	28	NSR	50	83,8
9	MS	58	84,5	29	HZ	54	89
10	MSL	60	90,7	30	ALS	52	84,8
11	NNP	60	88,2	31	GEA	49	83,1
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

4.1.2 Normality Test

The normality test of this research is using *One Sample Kolmogorov-Smirnov* with significance level 0,05 (5%). The normality test in this research was using *SPSS for Windows Version 16* with criteria below:

1. If sig. value of *Kolmogorov-Smirnov* test $> \alpha = 0,05$, the data distribution is normal.
2. If sig. value of *Kolmogorov-Smirnov* test $< \alpha = 0,05$, the data distribution is not normal.

The result of *One Sample Kolmogorov-Smirnov* was done by using *SPSS for Windows Version 16* is shown below:

Table 4.3 Normality Test Result

One-Sample Kolmogorov-Smirnov Test		X	Y
N		40	40
Normal Parameters ^a	Mean	56.90	85,7275
	Std. Deviation	5.476	3,56126
Most Extreme Differences	Absolute	.107	.131
	Positive	.090	.078
	Negative	-.107	-.131
Kolmogorov-Smirnov Z		.679	.827
Asymp. Sig. (2-tailed)		.747	.502
a. Test distribution is Normal.			

Table 4.3 above shows the value of *Asymp. Sig. (2-tailed)* of learning motivation variable (X) is $0,747 > 0,05$, it can be concluded that the data distributed in this research is normal.

4.1.3 Simple Regression Test Estimation Result

Simple regression analysis was used to see the linear correlation between independent variable (X) and dependent variable (Y). Based on the data analysis from *SPSS for Windows Version 16*, the result of the simple regression test estimation is:

Table 4.4 Result of Simple Regression Test Estimation

		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	86.038	6.029		14.270	.000
	X	-.005	.105	-.008	-.052	.959

From table 4.4 above the equation of simple regression is $Y = 86,038 - 0,005X$.

Based on the equation above, it was known that the constant value (a) was 86,038. It means that if learning motivation variable has value 0, then learning achievement has value -0,005. Regression coefficient value of learning motivation is negative for -0,005. The meaning is every reduction of learning motivation value one unit, learning motivation is declining value 0,005 unit with another variable assumption has constant value.

4.1.4 Hypothesis Test

The hypothesis test result of this research is shown in table 4.5 below:

Table 4.5 Result of t-test X towards Y

		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	86.038	6.029		14.270	.000
	X	-.005	.105	-.008	-.052	.959

Based on the table above it is known that t_{count} of learning motivation variable is -0,052. The value of t_{count} is $-0,052 < t_{table} 2,024$ in significance 0,025 line 38. The

decision was taken by comparing t_{count} with t_{table} . Value of t_{table} can be seen from statistic table for significance $0,05/2=0,025$ with *derajat kebebasan* $df = n-k-1$ or $40-1-1 = 38$ (n =total sample; k =independent variable), t table for line 38 is 2,024. It means that H_0 is accepted and H_a is rejected. The meaning is learning motivation had no significant influence towards English learning achievement in class XI MIA 6 at SMA N 3 Jambi City.

4.2 Discussion

4.2.1 Learning Motivation

Based on the percentage in table 4.1 above, 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.

4.2.2 The Influence of Learning Motivation towards Learning Achievement

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 Dimiyati 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.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 CONCLUSION

Based on the research, findings and the discussions in previous chapter, the researcher concluded that:

1. 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.
2. Learning motivation had no significant influence toward English learning achievement. It was seen from the $t_{\text{count}} < t_{\text{table}}$ = The value of t_{count} is $-0,052 < t_{\text{table}}$ 2,024 in significance 0,025 line 38. It means that H_0 was accepted and H_a was rejected.

5.2 SUGGESTION

The researcher provides suggestion related to learning motivation and learning achievement.

1. 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.
2. 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.

3. 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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